

# SCHOOL JOURNAL.

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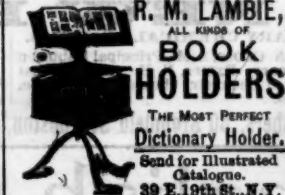
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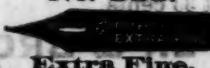
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FRANCE has just passed through one of those crises that have occurred so frequently there in the past. Upon the retirement of M. Grevy, from the presidency, the friends of the republic stood in fear of monarchism, imperialism, communism, and a military dictatorship; but happily all these dangers have been averted by the choice of a new president. M. Sadi-Carnot is generally admitted to be the man who can guide the republic safely through these troublous times. The fact that he has not excited envy, and that his ambitions have frightened no one, gives him incontestable authority for satisfying the political bitterness of factions. He is not credited with great abilities, but is said to possess plain common sense, a quality which is oftentimes of far more value to the possessor. He has shown that he has both integrity and firmness, and he may, therefore, succeed in checking corruption, husbanding the resources of the country, and restoring confidence in democratic government.

THERE are peculiar people who are always on the look out for something bad, "Something's going to happen, I'm sure," and something does happen, for something is happening all the time. There was once an old lady who made it a point to

attend all the funerals within her reach; and her great care was to take a good look at the "remains." That look was food for unlimited talk. There are some who are talking always about their own diseases, describing *ad nauseam*, all their symptoms and what sort of nostrums they have taken. Teachers are peculiar people; at least, some old teachers grow peculiar. We know one who tells the same old stories over and over again, blissfully unconscious of the number of times they had been repeated. In his younger days a certain teacher tried a certain way of stopping whispering. It worked excellently then; but somehow it has never worked since, but he keeps on trying it, and probably will keep on the rest of his life. It has become a habit now. Peculiar people sometimes get into ruts, or harden into fixed forms, so that cast iron is easier to mold. They are peculiar fossils, good cabinet specimens of a pre-historic age, but quite too antiquated for the present. Other peculiar people are quick in drawing conclusions; they never get into ruts, for they do not remain of one opinion long enough. Such a person, one of our subscribers, received a dunning bill, misdirected, not intended for him at all, but he concluded at once that he was insulted, and wrote to stop his paper. Poor fellow, he'll not read this for his paper doesn't go to him any more.

A peculiar teacher last summer, on his way to Chicago, saw a traveling bag on one end of a seat that had just been vacated by a passenger who was standing on the platform. The train was just moving; he seized the bag, and threw it out of the window at the astonished stranger's feet. Soon the real owner of the bag returned, and positively foamed at the mouth to learn that his "wedding suit," which was in the bag, had been left now many miles behind. His wedding hour was fixed too soon for him to recover the property in time for the eventful occasion. Our peculiar friend wished for once that he was not quite so "peculiar."

Conclusion 1. Don't be too hasty in drawing your conclusions. *Perhaps* you are wrong; *perhaps*, you didn't pay up last year. It is within the bounds of possibility that you *may* err, and the paper be right. *Perhaps?*

Conclusion 2. Old things are not always the best things. The world moves. Light is increasing. Men are thinking. Don't be positive that your old ways have not outlived their usefulness. *Perhaps?*

THE daily press informs us that the Cambridge, Massachusetts, police, have just broken up a dangerous gang of young robbers and thieves in that city who were banded together under the name of "White Wings Club." The headquarters were in the cellar of a *rum-shop*. They numbered about thirty, their ages ranging from ten to twenty years. They received the incentive to organize as midnight marauders from trashy literature. Underneath the cellar, reached by a trap-door cunningly concealed, was a sort of cave or tunnel in which the articles the gang wished to hide were stored. Besides this club-room or headquarters the White Wings had places in the woods and swamps where they stored goods they had stolen, or where they could cook and devour anything they had picked up in a raid. At one of the resorts in the woods the officers found a pile of feathers large enough to fill two good-sized bolsters, which represented probably 100 or 150 stolen chickens. Eighteen other boys were implicated whose ages ranged from eleven to nineteen years.

Another instance of a like nature recently occurred in the town of Nanticoke, Penna. There, only one boy appeared on the scene. He had been reading dime novels, and the result was he stood on the street corners, swinging his revolver, threatening to shoot and scalp all the people in town. People fled from his presence. After he was arrested he confessed he was going West to shoot Indians, and that

he had stolen \$150 dollars from his parents.

Here are the seeds, "trashy literature," "dime novels," "rum-shops." What more potent instruments of the devil can be found? The state organizes schools for the uplifting of the race, and the ever present spirit of evil organizes other schools for its degradation. It is almost impossible, in most places, for teachers to do much towards shutting up saloons, but they can do a great deal towards counteracting the evil effects of bad books. How? By creating a genuine taste for what is good. Two tastes directly opposite cannot live in the same mind. Let the good get strong hold, and it will drive out the bad. A taste for good history, good travel, good stories, good science, good art will keep out an equal quantity of their opposites.

WE have never discussed the subject of international copyright in these columns, but it is a subject of great interest to many of our readers, not only because many of them are authors, but because the question is one of right. It belongs to the subject of ethics, and it should be decided at once, whether it is just to take what belongs to another without paying him for his property, and then excuse ourselves because the owner is a foreigner. Mr. Lowell well says that, "the argument rests not upon interest or expediency, but upon honesty and justice."

EITHER the resolutions of the New York superintendents at their recent meeting at Rochester are much misreported, or they are contradictory. They declare that the existing laws on compulsory education are "sufficient" and still they fail to fix definitely the obligation to enforce them. This would seem to render them insufficient. This question is one of vital importance, since the whole number who attend school in this state for some period in the past year, in proportion to the whole number of school age, has been decreasing since 1870. Which way is the great state of New York traveling, forward, or backward? It looks as though it was going down hill.

POLITENESS is a quality that is of value even to a railroad official, but it always marks a Christian gentleman. A few years ago, so we read the other day, a company of travelers were on a west-bound express train of the Fitchburg Railway as it rolled rapidly along the roadbed which follows the tortuous course of the Greenfield Valley, the cars swaying to and fro with every change of the road's curve. Their attention was attracted to an old gentleman of large and slightly stooping frame, blithe action, strong, benign, and scholarly face. They noticed that as acquaintances in passing stopped to shake hands or speak with him he always rose and stood to receive or extend greetings, and that when he wished to gain some information from the conductor or brakeman, he rose as he addressed his fellow-man. Who was this man? That notable teacher Mark Hopkins. Young people can learn a most valuable lesson from this prince among men.

HOW can this overpowering greed of gold be lessened? A telegram was sent to members of Congress during its last session: "New York sold \$13,000,000 of goods to Utah last year. Hands off." The Liquor Dealers' Protective Union went to Albany last winter with these words, "We have 75,000 votes, and millions of money behind us. If you do not give us what we want we will destroy you." To the schools we must go for protection. If we cannot convert old sinners we can train up a race of upright, virtue-loving young men, and women, with clean hands and pure hearts. *It must be done.* Teachers, you have the molding of the next generation in your hands.



## "WHO OWNS THE CHILD?"

In old Sparta the question would have been easily answered. Why not in new America? Because the title-deed to children is not now quite as undisputed as then. In the ideal state of the future full power will be given to parents to do with their children as they please. Laws will be relaxed or repealed, and the individual will be left to do about as he likes. But this state of things is in Utopia. Yet it must be confessed that we are nearer the era of personal liberty than ever before—an era when each man will be given full power to regulate his own conduct according to his own desires; but at present we are under the reign of law. What does this law say concerning the child? That

*Each child must be educated, clothed, and properly cared for.*

Parents have the privilege left to them of buying clothing and getting food wherever they please. They can send their children to the public school, or a private one, or to none at all, but *they must be restrained, clothed, and educated.* This is the law of Christian civilization. It is common law, and in most states statute law as well. Is it assumed that the state is better than its citizens? By no means. But it is assumed that the state is as good as those who constitute the majority of its citizens. Majorities are the rulers in a republic, and the will of the majority must be so respected as to be obeyed. This majority says in our country:

If the parent will not educate, clothe, and properly care for his children, the state will do it—not for the parent, but for itself.

Here the state assumes ownership in the child it thus takes into its own care. It declares what the parent must do, and what it must not do, and in assuming to do for the parent what he will not do for himself, or in forbidding him to do some things he wants to do, the state is assuming an ownership in the child that is older, in its right, than Sparta. Yes, as old as the human race, for it belongs to the elements of eternal fitness of things that no man, not even a parent, can persist in doing what is detrimental to the well-being of the majority. As long as individual men are in rebellion against the rule of right, so long will it be necessary for the state (or what is the same, the officers of the majority) to step in and put down the rebellion, and keep the order, peace, and perpetuity of the government free from harm.

Ignorance is rebellion. No other rebellion can be so bad. An ignorant, uneducated man is an ungovernable man. It is said that there is a sort of education that is worse than ignorance, but no one has yet described its course of study. Knowledge may be turned to bad use, but ignorance is *always* radically bad. It is a *force* turning everything it touches to bad uses. Knowledge is certain to promote virtue; ignorance is equally certain to promote vice.

## THE LONDON EDUCATIONAL SYSTEM.

The education of the children of London, of the elementary class, is provided by a double system of elementary schools. There are, first, the 397 schools maintained by the school board at the cost of the rate-payers, which offer accommodation for 397,117 children; and secondly, there is the non-board system of schools, offering accommodation for 260,270 children in 662 schools, which uncontrolled by the school board, and unaided by the rates, is under the independent management of persons interested in education and mainly connected with religious societies. Each system works under the same Parliamentary code of regulations, and the work of each is impartially assessed by the Education Department, and impartially assisted by the Government grant. So far as Parliament and the Executive Government are concerned, each system is treated alike. But, notwithstanding this equitable treatment, says the president of the London board, there is one marked difference between the two systems. The first, relying upon local rates, is in a state of continual expansion; the second, supported by voluntary subscriptions, is in a state of decadence and decay. He says that in the last ten years, while the school accommodation in London board schools has increased by 125 per cent., the accommodation in non-board schools, has decreased by eight per cent. He believes that the non-board system will gradually break down entirely, if some method of help is not devised. If this were to happen now the taxes levied for board schools, would have to be doubled, and an outlay of capital of \$25,000,000 would have to be made. The total number of children of the elementary

school class, and of the ages of from three to thirteen years, scheduled by the school board visitors at Easter, 1887, was 761,826. Besides these were 34,081 children over thirteen years of age, who had been unable to pass the standard of exemption, and were, therefore, under the obligation to attend school. This gives a total of 795,907 children.

THE next annual meeting of the National Educational Association will be held in San Francisco, California, July 17 to 20. Very favorable railway rates will be made from all leading points of the Union, with choice of routes in going and returning. Special excursion rates will be made from San Francisco to all points of interest in California and to Alaska and the Sandwich Islands. The people of California are prepared to give their guests a warm welcome. The Board of Directors extend to you a most cordial invitation to go to the Coast with the Association for your summer outing, and to participate in its meetings. The officers of the Association are Aaron Gove, Denver, president; James H. Canfield, Lawrence, Kansas, secretary; and Edwin C. Hewett, Normal, Ill., treasurer.

Ex-President W. E. Sheldon, 8 Somerset St., Boston, has been asked to take charge of the transportation in New England; Jerome Allen, 25 Clinton Place, N. Y. City, Director for New York, and Mr. Joseph Clark, Newark, Director for New Jersey, have been asked to take charge of transportation for New York and New Jersey. Hon. J. W. Holcombe, Second Vice President, has been asked to take charge of transportation for Pennsylvania, Maryland and Virginia, assisted by the Directors for those states:—Pres. E. O. Lyte, Millersville; Supt. Henry A. Wise, Baltimore; and Supt. John L. Buchanan, Richmond. Other states will work as units, or combine in the discretion of their respective directors.

OUR portraits of leading educational men, we think are very good. The picture of Mr. Houck will be recognized by all Pennsylvania teachers. This feature of the JOURNAL will be continued and rendered if possible more attractive in the future than in the past.

FULL information concerning the College of Pedagogy, in connection with the University of the City of New York, will soon be published. It is expected that some plan will be adopted by which the work of teaching will be recognized as equal to the other learned professions. When our universities acknowledge pedagogy to be a science, and its practice an art, by special academic degrees, a step will be taken in advance of anything reached heretofore. The degrees given must be carefully guarded and every effort put forth to prevent third rate institutions from cheapening its value. The University is contemplating no holiday course of study. When the honors of this school shall be conferred it will be for work, both thorough and extensive.

IN the last issue of THE SCHOOL JOURNAL in the middle of the second page the article on "Systems of Examination" credited to State Superintendent Draper was from the pen of ex-Superintendent Ruggles, the very worthy predecessor of Mr. Draper. We are after all gratified at this mistake because it emphasizes the fact that Mr. Draper has been carrying out ideas which have long been held by Mr. Ruggles, as well as by a large body of educators in this state.

AGRICULTURAL Colleges have generally been failures as *farmers'* schools; but successful as higher literary institutions of learning. Most of them have been good technically and industrially; but poor agriculturally. Corn has grown no better on college farms than on other farms, and no more freedom from pests has been enjoyed on state lands, than on private lands. In view of this fact, it is refreshing to hear of one college that has stuck to its text, and is preaching a good sermon. We refer to the Mississippi Agricultural College at Starkville, under the care of General Lee. In answer to the question why his school was so successful, he replied:

"We have never lost sight of the purpose for which we were founded. On the contrary we have always steadily pursued it; organized as an agricultural college, we have always been one; every thing we have done has been done with an eye looking to the improvement of the agricultural community. We have taught practical farming, our experiments have been of a practical nature, and the farmer, at first disposed to resent the insinuation that his children could be taught how to make land productive better here than at home, has about come round, and now comes here himself with his troubles. We get inquiries every day from farmers, in regard to farm matters, all of which are promptly answered."

MARTIN LUTHER at one time said:

"The school-masters in my days were tyrants and executioners; the schools were jails and bells! And in spite of fear and misery, floggings and tremblings, nothing was learned. The young people were treated altogether too severely, so that they might well have been called martyrs. Time was wasted over many useless things, and thus many an able mind was ruined."

A PRINCIPAL in one of the New York City up-town public schools recently found a number of indecent photographs in possession of one of the boy pupils, and seized them. It is several years since any such pictures have been found in the hands of children in the schools, though there have been suspicions in some of the schools that boys had such pictures. Superintendent Jasper said that there was no by-law authorizing the principals to search pupils suspected of having improper pictures, but he thought a teacher would be justified in making such a search.

PRINCIPAL E. H. COOK, of the Potsdam State Normal School, New York, is a member of the committee to examine and report upon school-house designs called for by the Department of Public Instruction of this state. By a mistake his name was omitted from an account of this enterprise in our columns a few weeks ago.

THE pedagogical course of reading and study of the New Jersey Reading Circle includes the following books:

Quick's Educational Reformers.  
Hailman's History of Pedagogy.  
Page's Theory and Practice of Teaching.  
Parker's Talks on Teaching.  
Fitch's Lectures on Teaching.  
Jos. Payne's Lectures on Education.  
Compayne's History of Pedagogy.  
Tate's Philosophy of Education.  
Other books required are:  
Sully's Psychology (abridged).  
Swinton's Studies in Literature.  
Barnes' Mediaeval and Modern History.  
Hawthorne—Riverside edition.  
Irving's Sketch Book.  
Longfellow's Evangeline.

B. C. Gregory, 60 Park Street, Newark, N. J., is secretary, to whom all communications should be addressed.

DURING the coming meeting of the Minnesota State Teachers' Association PRESIDENT THOMAS J. GRAY of the St. Cloud State Normal School, Minn. will speak on the "Relation of the Normal Schools to the High Schools." This is a most important topic and it will be ably handled.

A CORRESPONDENT writes that Pasadena, Cal., a city of 10,000 inhabitants, has no saloon, the last battle with intemperance having been fought. The city council refused to grant a license to the only saloon-keeper in the city. He persisted in selling liquor, however, and was arrested. The State Supreme Court has decided in favor of the council, and his saloon has been closed. Those who predict dolefully that the powers of evil threaten to overcome us should note this. Evil is strong, it is true, but not so strong as the forces arrayed against it, for the latter are the ranks of those whose mental, and moral powers are trained and educated. It is a significant fact that Pasadena supports some of the finest schools in the country. Education is the factor in civilization, East or West. It always has been and always will be.

## TEMPERANCE EDUCATION IN ONTARIO.

There is a prospect that the law prescribing temperance instruction in the public schools of the Province, will soon be more rigidly enforced. To a temperance deputation which has called upon the minister of education, in regard to this matter, he replied as follows:

The subject of scientific temperance instruction had been placed by the new regulations, on precisely the same footing as all other subjects on the school program, and if teachers did their duty and carried out the instructions from the department, they would teach just as they did arithmetic, grammar or any other subject. In the event of any board of trustees, together with the inspector, using their discretionary powers to exclude the subject of scientific temperance from the schools in their jurisdiction, the department would have no option but to deal with the matter exactly as with the exclusion of any other subject.

THE word female is used in a very careless way by writers and speakers. A Canadian paper recently referred editorially to "the young females of Canada." It meant young Canadian women; but it might also have meant young female bears or wolves. Woman has a specific meaning; female is much more general in its application.



## PERSONALS.

MISS ELIZABETH H. DENIO, lecturer on the "History of Art" at Wellesley College, has made a fine German translation of "Ramona," by "H. H." It has been published in Leipzig.

GENERAL FRANCIS A. WALKER, the distinguished head of the Massachusetts Institute of Technology, and a member of the school board of Boston, has lately been attacking the present mode of teaching arithmetic in the Boston schools.

THE French Government, through its legation at Washington, has conferred the cross of an officer of the Legion of Honor upon Dr. H. F. Peters, the astronomer of Hamilton College.

PROF. HENRY DRUMMOND, of Glasgow, will be offered the presidency of Union College.

DEAN ALFRED A. WRIGHT, of the Chautauqua School of Theology, has just returned from Chautauqua Institute work in Indiana, Kentucky, and Tennessee, Oct. 21, to Nov. 21.

At Terre Haute, Ind., his class in the New Testament Greek, Alphabet Course, numbered 108 enrolled students; at Evansville, Ind., 100, at New Albany, Ind., 195; at Louisville, Ky., 271; and in connection with the Woman's Christian Temperance Union, National Convention, at Nashville, Tenn., 55.

HON. IRA G. HOITT, California's superintendent of public instruction, came from New England, and once taught school at West Amesbury, under the superintendence of John Greenleaf Whittier.

PRESIDENT GILMAN, of Johns Hopkins University, has invited Hon. Andrew D. White, of Cornell University, to accompany him in his tour to Egypt.

At a gathering of The Patriotic Sons of America, an order many years old, held recently at Pueblo, Colorado, Superintendent F. B. Gault, of that place, delivered a most appropriate address on "A Short Study in Civics." His words were inspiring, and, loyal to his profession, he spoke ably in behalf of free schools and the education of the youth in our country. Mr. Gault is a well-known and enthusiastic educator.

## A LETTER FROM A NEW YORK TEACHER.

The writer was glad to notice in your last issue that the editor knew what had for many weeks occupied the attention of the City Superintendent and his assistants with respect to the much-talked-of subject of Manual Training, as it is hereafter to be taught in our schools, primary and grammar. Many weeks and much anxious thought have been bestowed on the preparation of the revised Course of Studies, with special reference to such studies and exercises known by the oft-quoted words "manual training." The question of time for the consideration of other studies had to receive much attention, and if what we are informed be correct, a proper division of it has been made so that the new subject may receive its share, while the others shall not have been deprived of what is necessary for a proper and thorough acquaintance with them. When the subject shall be asked for in the schools by the school trustees, will principals and teachers manifest the same reluctance in having it introduced into their classes as they have shown in conversations with each other? It is an important and useful study, designed for all grades, and when properly taught will prove a benefit to all, and teachers may as well prepare to accept it, so that it may prove a great success, as it is bound to remain, instead of speaking of it in contemptuous terms and declaring that they will not have the experiment tried in their schools, if they can prevent it.

Miss Benedict's report of a fifteen-minute music lesson in the class taught by Miss Higgins, a teacher in Mr. McNary's school in 110th street near Third avenue, printed in the same issue is excellent. The lesson is in accordance with the teachings of As't. Supt. Hoffman, who has been very successful in his methods of examining music in the classes, and he doubtless feels highly gratified at the success which has attended his efforts.

J.



HON. HENRY HOUCK.

By SUPT. WILL S. MONROE, Nanticoke, Pa.

Deputy State Superintendent Houck, of Pennsylvania, is a specimen of that new type of American manhood, which philosophers have been predicting will one day appear to transcend humanity as the result of the highest evolution. He was born in Lancaster county, this state, March, 1836, and has in his veins a cosmopolitan mingling of the blood of several nationalities. In his intellectual character, fine discernment, and clever wit, he does his German ancestors honor; while his practical morality and sterling common sense indicate at once a Puritan element in his nature. The rudiments of his education were obtained at the common school, the Annville Academy, and the Arcadian Institute. At an early age he began teaching, supplementing, in the meantime, his education by a course of instruction in the Latin and Greek languages. In 1859, he was called from the principalship of the North Lebanon High School to become superintendent of the schools of Lebanon county, a position to which he was afterwards three times re-elected. He resigned the county superintendency in 1867, to become recording clerk in the school department of the state. Merit alone won for him this position, for he was called to it without solicitation on the part of himself or friends. On the death of the Deputy State Superintendent in 1869, he was promoted to the position which he now holds; and during these eighteen years he has discharged the duties connected with his office in a manner which reflects great credit on both himself and the common school system of Pennsylvania. As an educational lecturer, he has been before teachers' institutes in every county in this state and many states in the Union, and everywhere received with great favor.

PRINCIPAL A. B. POLAND, of the Jersey City High School, has been elected to fill the position of City Superintendent of Schools, the office just vacated by Mr. A. W. Edson. Mr. Sweeney is the new High School principal.

THE Voyage of Life.—First College Student—Yes, George, my mind is made up; fame first, wealth next, then marriage.

Second College Student.—I disagree with you, John. My plan is wealth first, then the achievement of fame will be easy enough. After that marriage.

Ten years later.—George—Say, John, stop a moment. John.—In a big hurry, George. Old Doctor Blank won't come again until his bill is paid and I'm hunting for another. All the children have the measles. Anything I can do for you.

Yes, John; lend me a nickel to buy a safety-pin.

A WOMAN school teacher at Bayport, L. I., was before Justice Naehoe recently, charged with intoxication. The Justice committed her to Raymond Street Jail. It appears that she had been off on a week's vacation. We are glad to assure our readers that such instances are extremely rare in this latitude. Sins will be committed in the best regulated communities.

## DR. DICKINSON ON MANUAL TRAINING.

A Review, by COL. F. W. PARKER.

In the June number of *Education*, a monthly magazine published in Boston, Dr. Dickinson, secretary of the Massachusetts Board of Education, discusses the value of handwork in public schools. It is not the purpose of this article to present proof that manual training should be introduced into our schools, but on account of the general interest which this subject has awakened, to examine the arguments presented by Dr. Dickinson.

The first part, and, in fact, the greater part, of Dr. Dickinson's article against manual training as a factor in education, is devoted to a thorough exposition of the generally admitted fact that trades, and that which is termed technical education, should have no place whatever in our common school system; that the education which the state gives should have for its motive the harmonious development of the human being, and that no study or work should be introduced which does not point to this one end. To use his own words, "It seems to be generally admitted that any system of public instruction that does not make human development with all that is implied in it an end, is false in theory, and a failure in practice."

However much educators may differ in practice, there is a substantial agreement on the part of all in this one thing, viz.: nothing should be done directly in educating a child for the sake of the thing done, for the mere value of the knowledge or skill acquired. The financial values or the practical utility of the studies should always be secondary and subordinate to human growth; the relative and intrinsic values of reading, writing, arithmetic, drawing, manual training, and all other studies, should be found alone in the most economical means which they severally contribute to all-sided growth. Under these sound propositions, manual training should be investigated, and if found an essential means of harmonious growth, should be accepted, and if not, should be rejected. The argument which Dr. Dickinson presents against *trade learning* is clear and decisive; nothing need to be said in that direction.

It is a common failing in argument to misjudge and misunderstand the statements of another. In order to avoid this serious difficulty, and to examine his arguments concerning manual training in public schools under his own thorough exposition of what real education should be, the arguments presented by Dr. Dickinson are copied and arranged in something like a logical order.

## THE FIRST IS THE ARGUMENT PSYCHOLOGICAL.

"Mere manual dexterity acquired without reference to invention or construction, is the product of imitation. To produce it requires a simple practice in imitating a few mechanical motions made as examples to be imitated. After a sufficient number of repetitions, the states of mind that are the causes of the movements of the body are hardly the objects of consciousness at all, and the individual moves on under the influence of the mechanical principle of action."

## THE SECOND IS THE ARGUMENT EMPIRICAL.

"Great manual skill is often found with those whose general intelligence is of a low order. If this is true, it follows that there is no necessary connection between the two."

## THE THIRD MAY BE CALLED THE ARGUMENT OF EXPEDIENCY.

"Our schools are over-crowded with work already. In the elementary grades there seems to be no time for the systematic study of the elements of any one of the sciences."

These three paragraphs contain all that Dr. Dickinson presents by way of argument against manual training; to be sure he quotes the opinions of eminent authorities, like Gladstone, Huxley, and Ruskin, concerning the purpose and motive of education, but their opinions are opposed to *trade learning* in schools, and have no bearing whatever upon the question of manual training as a means of growth.

"To produce manual dexterity," says Dr. Dickinson, "requires a simple practice in imitating a few mechanical motions made as examples to be imitated." It is very difficult to understand what bearing this statement has upon the main question, which is the use of handwork in symmetrical development. No true educator ever proposed to leave invention and construction out of manual training. It would seem, indeed, that they are the main purposes of manual training, but as it is the one bit of theory in the entire argument against manual training, Dr. Dickinson must mean by it far more than is apparent. "To produce" all the fundamental forms



of expression "requires a simple practice in imitating a few mechanical motions made as examples to be imitated." This is plainly true of articulation, enunciation, pronunciation, the forms of writing, drawing, painting, and music, both vocal and instrumental. Thus the same statement can as truthfully be made of all the other modes of expression. For instance, "mere vocal skill," and "manual dexterity" in speaking, writing, drawing, etc., acquired without reference to invention or construction, "are products of imitation." "To produce them," etc., so that the argument apparently made against manual training as a means of education may as pertinently be made against all other modes of expression. One has to doubt whether the writer of the essay meant it for an argument at all; still, if it is an argument, some light may be thrown upon it by an attempt at an explanation.

Manual training is one of several modes of thought-expression, and its educational value, if value it have, must be found (to follow Dr. Dickinson), in the objects of thought which may be presented by it, and the reactive influence which this particular mode of expression has upon the thought it arouses. No one doubts the educative value of writing for instance: the plain question to be discussed here is: Has manual training any educative value?

To the true teacher, a demand for expression is a demand for thought. By such demands by each and all modes of expression, the teacher may arouse all the conscious activities to the highest degree of intensity. Expression is the means of bringing into consciousness certain definite elements of thought. It is the principal cause of exciting the action of the unitive or associative forces of the mind. Observation is quickened, as it can be in no other way, by the demand for the expression of the thought; the powers of synthesis, analysis, judgment, reason, indeed all the facilities necessary to the elaboration and compaction of thought, are thus raised to the highest activity with the minimum expenditure of force. Every one knows the immense importance of questioning. A question is a demand for certain definite, conscious activities. A demand for drawing, painting, or making has the same general purpose as questioning; the very important difference is, that the demand for one mode of thought-expression excites, and arouses a different kind, quality, or aspect of mental power than it is possible to excite and arouse by any other modes. Thus each mode of expression has its especial and particular function in the evolution of thought, and all are absolutely needed in "symmetrical development." To illustrate this, a glance at the nature and functions of each mode may be necessary. Modes of expression may be classified:

I.—Purely symbolic forms of expression.

- a. Gesture.
- b. Oral language.
- c. Written language.

NOTE.—Notation in music, signs and figures in mathematics are, of course, symbols.

Pure symbols have no correspondence whatever with the conscious activities, they are used to express. To be more explicit, words are often used to express that kind of conscious activity, which may be called imaginal ideas or individual concepts. By individual concept is here meant the particular conscious activities which correspond to objects immediately presented to consciousness through the senses, and intermediately presented to consciousness by means of pure symbols, and partially symbolic forms. Individual concepts may be produced in consciousness, without being caused immediately by external objects, or intermediately by symbols. When the latter products are involuntary, they are called products of fancy or phantasy; when the will is called into action to produce them, they are *inventions* or *creations*; that is, they are originated without the full suggestion of externality, or will-less reveries or dreams.

It may be added that symbols are of no use whatever in the evolution of thought, until by unitive force they are associated with their appropriate ideas. Symbols may be imitated perfectly; but they are never symbols to the mind using them until they recall definite ideas.

II.—Forms of expression that partially correspond to individual concepts or mental images. Painting, drawing, modeling, and molding may be classed under this head.

An artist, when he paints a tree, for instance, must have a comparatively full image (individual concept), which corresponds to a particular tree, unless he copies or merely imitates a flat copy. It is entirely beyond his art to realize (externally) his complete concept. He is absolutely confined to the realization of color which includes outline (two dimensions), and the suggestion of

the third (perspective). The painter's mind is absorbed in thinking the entire concept, so that he may partially express it, and express it for the sole purpose of making those who behold his picture, think the same concept which he himself has. The sculptor goes one step farther; he, like the painter, closely studies the nature, character, features, and traits of the object he is to model; in other words, he first acquires a distinct concept of the object, and then expresses it *partially*. He does not suggest the third dimension, because his mode of expression is limited to *external form*; external form does not directly express internal form and motives; it can only suggest them.

III.—There is only one mode of expression, whose forms may correspond, form to form, detail to detail, relation to relation, element to attribute, and that mode of expression has the somewhat ambiguous name of manual training; strange that no better term has yet been found!

The maker of an object must first, like the painter and sculptor, acquire a distinct concept of the object to be expressed, and then his forms of expression are limited only by the elements of the concept itself. Judgments of form, size, weight, density, the exact relations and adjustments of parts, in fact, every item which pertains to the full outworking of the ideal, must become the subjects of concentrated attention. Comparisons of the design, and the realization of the design, bring about the closest observation and consequent sharp discrimination.

Every student of psychology, knows the immense mental value of certain distinct ideas, or, as they have been called in this paper, individual concepts. Imagination, judgment, classification, close discrimination, and reason, depend upon distinct imaginal ideas. Those sense-products which correspond to external objects, i. e. (fundamental knowledge) are the absolute and indispensable basis of all human growth.

An adequate concept is a perfect correspondence to external truth; approximating adequacy, means approximating truth. Disconnected and indistinct ideas mean looseness and weakness in thought power.

Symbols may be imitated without any association whatever with their appropriate ideas; paintings and sculpture may be imitated without any direct association with the mental images they express; but the full realization (in external forms) of a concept cannot be imitated without the direct and complete association with the concept in process of expression. Here alone, of all modes of expression, imitation cannot be used as a means of sham or cram.

Dr. Dickinson is an enthusiastic advocate of drawing; he says:

"Drawing has an important educational value and should be introduced into every public school in the land. It implies a careful and prolonged observation of things to be described. It presents occasions for the free exercise of judgment, imagination, and invention. It is one of the best means of cultivating the taste, by requiring the exercise of all those faculties upon which the activity of taste depends, and by directing attention to the beautiful in the books of nature and art."

Drawing "implies a careful and prolonged observation of things to be described." Can it not be said that manual training "implies a careful and prolonged observation of the things" to be made? By which mode of expression is the more careful or more prolonged observation required? Are there more important occasions for the "free exercise of judgment, imagination, and invention," in making an object or in the drawing of the same objects? The painter's art may require the highest mental power, the sculptor the next in degree, and the maker's the lowest, yet it is exceedingly pertinent to this question, to inquire whether the lowest and the lower do not prepare for the higher and the highest?

It would be well in this connection to note that *precisely the same points* which the secretary here presents to-day against manual training, were strenuously urged against drawing in the public schools in Massachusetts fifteen years ago.

In the mooted question of manual training the first point to be decided is: Has the one mode of expression which demands a full realization of thought for its expression, any educative influence?

2. Are observation, investigation, study of books, and the other modes of expression adequate to aid the mind in building the concepts that are essential to growth, without the aid of manual training?

3. If not, then are the subjects of thought that should be enhanced by manual training in the minds of children before they enter school?

4. Are the accidents of the child's common life suf-

ficient to induce the mental power which hand work should bring about?

5. If manual training is a means of education; if no other means will take its place; if birth or accident fail to supply the necessary power; is manual training of sufficient importance to have a place in schools?

A full discussion of these points it seems cannot be limited to Dr. Dickinson's theory of imitation. Manual dexterity, calligraphic and drawing dexterity, are brought about by overcoming certain definite lines of physical resistance in thought expression, so that consciousness of the effort is reduced to the minimum and the mind is thus left free to concentrate upon the subject of thought. Thus imitation does its perfect work; if, however, imitation stops with imitation, it is an end in itself, and its educational power is extremely limited. The educative value of vocal skill and manual dexterity are not to be found in themselves, but in the subjects of thought which are held in consciousness and controlled by the will while the efforts to express them are being made.

Dr. Dickinson turns immediately from theory and appeals to experience. The data given in regard to persons of a low order of intelligence, who possess a high degree of manual skill are not sufficiently clear for scientific investigation. There are many degrees of intelligence—of particular intelligence—of general intelligence.

The inference seems perfectly true, that there is no necessary connection between facts in geography, history, or literature, and mental power to invent and make a machine. Indeed, a skillful mechanic might invent and make machinery all his life and not know of the relations of Russia and Austria to Bulgaria. His general intelligence might be "of a low order" and his particular intelligence, i. e., his mental power to conceive and execute, of a very high order. One may be exceedingly intelligent so far as facts are concerned, and exceedingly limited in the power to generalize.

Knowledge of facts does not necessarily lead to reasoning power, but on the other hand, reasoning power leads to an immense stimulus to the acquisition of facts.

The question of manual training is not a question of general intelligence, neither is education a question of a mere acquirement of facts. Education, says Pestalozzi, is the "generation of power." Symmetrical development means all-sided power or growth first, and general intelligence and culture follow as sequences. The barbarian may become a skillful mechanic; he may acquire a particular intelligence; but, owing to his heredity and environment, be exceedingly limited in general intelligence.

To measure the effect of hand skill upon mechanics, "of a low order of general intelligence," it is necessary to know, first, their inborn energy, and second, the circumstances of their education, and then the mental power acquired by manual training may be predicated with some degree of accuracy.

No one ever claimed that manual training is the one means of general intelligence or of all-sided growth. All that is claimed for its use in education is that it may be one of the many means or factors of symmetrical development. The developing influence of geometry, when properly studied, is unquestionable. Still it is very easy to see that one may master geometry and still have a "very low order of general intelligence;" the same may be said of arithmetic. Indeed, no one branch of teaching or training endows a student with "general intelligence," much less harmonious powers.

Several statements quite as true as the one from which Dr. Dickinson seems to draw such a broad inference, may be easily made; for instance:

1. Great skill in mathematics is very often found in those whose intelligence is of a low order—Zerah Colburn, for example.

2. Great skill in music is often found with those whose general intelligence is of a low order—Blind Tom being, perhaps, the most notable example.

3. Great verbal memory is often found with those whose general intelligence is of a low order, as in the case of the well known Scotch idiot who could repeat the Bible from cover to cover. If Dr. Dickinson's conclusion be true, it follows that these corollaries are also true, i. e., that mathematics, music, and verbal memory, have no necessary connection with general intelligence; therefore they are not to be used as "occasions for symmetrical human development." Because one subject of thought or one branch of training does not lead to general intelligence should that subject or branch be cast out or refused admittance to the system of common schools; or, because pupils who have been through the course of education in the Massachusetts common schools are often found to be of a low order of intelligence,



should this solemn fact be adduced to prove that there is no necessary connection between "common schools and general intelligence?" Dr. Dickinson's excellent language, "It still remains to determine what are the occasions of this development" seems to be a proper inference from the testimony presented in his theory. The truth of the statement that men possessing great manual dexterity are often found with a "low order of intelligence" has not yet been questioned in this discussion, but is it true? The best part of the writer's life has been spent in New England among mechanics, and he cannot remember one person of "great manual skill" who was not at the same time of more than ordinary intelligence. A large majority of Dr. Dickinson's constituents are the "greasy mechanics" of the grand old commonwealth! The Doctor's sources of information must cover a far wider range than the writer's, still he begs to doubt if there is a single mechanic possessed of great manual skill in Massachusetts, who does not have very fair general intelligence.

The testimony of the President of a Western Industrial Institution is indeed a bit of important evidence. He has not noticed any quickening of intellectual life by means of handwork. If this statement is a universal truth it certainly is a very strong argument against manual training in public schools. The President in question finds that those pupils are the "best workers who have clear thoughts and can express themselves clearly, and who have mathematical ability."

These pupils express their thoughts in wood and iron; but this careful thought expression does not have, it seems, any appreciable reactive influence upon the thought itself. For instance, they have a clear concept of a geometrical form, or a complication of forms, which forms are of definite dimensions, and must be measured and compared in working out the design. In expressing the concept or in making the concept real, the already clear thoughts do not become distinct, that is, there is no enhancement of thought power; in plain English, realizing the thought in geometry and arithmetic has no intellectual effect upon the one who thinks the thought, and gives it to others. The speaker, stimulated by an immediate demand is driven to closer and closer thinking, as he expresses thought in oral words. The writer has a still higher stimulus, although his thought power acts with more deliberation. Singing stimulates conscious activity to a high degree of intensity, in thinking music. These forms of expression are immediate means of intense, compact thinking; but according to Dr. Dickinson's witness, when one fully realizes a mind product by expressing it, when geometrical propositions are manifested, there is no perceptibly enhanced intensity of thought as a resultant; "if this be true," then throughout the ages that construction, building, making, which has supplied the world with material wealth, has had little or nothing to do with the building of the brain. Too much importance should not, however, be given to this one statement of the Western President, when there are so many facts which seem to point in an opposite direction.

1. Agassiz remembered Manual Training "as a valuable part of his incidental education." (Life of Agassiz.)
2. All the great Florentine painters learned the goldsmith's trade.
3. Facts bear out the statement that the controlling brain power of this country to-day in state, commerce, law, schools, and the pulpit, received fundamental development in workshops or on farms. It is a well known fact that farm boys of sixteen, with scanty book learning, and very little school training, will often come into a city school and become, in a short time, the intellectual leaders of their school-mates. These and many similar well known facts may not prove that manual training should be a factor in other school-work, but they do seem to show that there is some "necessary connection between hand work and brain work;" that the question of manual training should not be dismissed with the evidence of but one witness.

Again the value of manual training, cannot be fully tested with boys who have passed their eight years primary training without hand work, and have entered upon their secondary education in technological schools like the one mentioned. Fixed habits of eight years text learning, can not be shaken off by a brief course with working tools. Even with boys of fourteen years of age, the investigation should be conducted with the greatest care, and under certain well defined conditions. The power of association, or that unitive force which relates different thought products engendered by different causes should not be left to chance for its action. Only minds of great inborn energy use this, the essential reasoning power, without the discriminating assist-

ance of teachers, who themselves comprehend the intrinsic relations of thought factors.

Students of pedagogics know very well that the organic connections of related subjects of thought require the closest discrimination in teaching, they cannot safely be left to accident. Thus the thought aroused in the shop, and that aroused in the school-room may be essential complements each of the other, but the average pupil will not cognize these relations without direct help; this is the office of the teacher.

Two questions must be answered in order to make the testimony which Dr. Dickinson presents of value. Do the teachers of mathematics make direct use of the thought evolved in the workshop? Do the workshop instructors strive to make their work complementary to the work of the school-room?

Has scientific investigation fully answered these questions, or can it be proved that in regular technical schools there is as yet the necessary sympathy or concerted action between the workshops and the classrooms? If the geometry and arithmetic in the workshop are pre-eminently objective, and the geometry and arithmetic of the class-room, pre-eminently of the proposition, rule-learning kind, then there is no relation between the two; making a bridge, cannot strengthen the power to learn verbally the *pons asinorum*.

Compare the diagramming of an English sentence with a complete description in writing of a long and carefully performed mechanical process. If a pupil goes from the making of a box to the making of a diagram, no enhanced power may come from the mechanical process; but if instead of diagramming or analyzing a few dead sentences, he covers several pages with sentences all bristling with thought—thoughts evolved in making the box, the question is, may there not be a very close and profitable relation between manual training and development in the power to use language.

Dr. Dickinson's last argument has been called the argument of expediency. "Our schools are overcrowded with work already." The question under discussion is not of schools as they are, but of schools as they should be. Take Dr. Dickinson's basis of this discussion: "The proper function of the public school is to furnish the occasion of symmetrical human development." Manual training is proposed as one occasion. The first question is, has manual training any educative value? If it has none, then it should be rejected; if it has, then the pertinent question is, Has manual training sufficient educative value to furnish a proper occasion for school work?

If the public schools are already overcrowded with occasions of symmetrical development, then the question would be, Is there an occasion of less educative value than manual training? If there is, then that occasion should be crowded out, and the new occasion should be crowded in.

If all occasions excel handwork in value, and there is no room for more, it is conclusive evidence that it should not be admitted. The plain point at issue is the crowding out of the inferior, and the crowding in of the superior. Too many occasions of symmetrical development is something difficult to realize, especially in those schools where there is a scanty product in this direction. A thorough investigation would lead to a careful comparison, and resulting estimates of the educational values of "occasions."

Such questions as these might be profitably asked? Would an hour spent in handwork be of more educative value than an hour spent in learning columns of words in a spelling book? in training to diagram sentences? in mazy complications of unmeaning figures? in imitating imitations in drawing from flat copies? or in learning pages of conglomerated, heterogeneous facts from a text-book? If the time could be better spent in realizing thought with mechanics' tools, then there is no question of "overcrowding;" it is merely a question of crowding out one and crowding in the other and better.

In order to determine the value of these occasions, it is certainly pertinent to the question to inquire whether the above mentioned occasions are used in the most economical way in time and quality for the highest benefit to symmetrical development. A correct estimate of the proper time to be used upon these occasions might show that there is room for the much-needed sciences, and if manual training is an occasion, a little room might be spared for that. Is the overcrowding due to too many "occasions for symmetrical development," or too many occasions for worthless imitations?

The dogmatic statement that mechanical dexterity has no connection with virtue, is indeed startling. "It does not appear that mechanical dexterity holds any necessary relation to general intelligence or to virtue."—Dr. Dick-

inson. The highest mission of man is to give his best thought to his fellow man; giving the best and all the best that is in him demands that he shall make of himself the best.

The highest form of worship, or service, consists in giving all that is good in one to others. The necessities of others prescribe exactly the demand made upon our physical, mental, and moral powers.

However strenuously it may be denied that manual skill is an educative influence, this truth is undeniable—manual skill has laid the foundation of the moral upgrowth of the world, in giving man material comfort, ease, and wealth, without which progress is impossible; and it is equally true that many persons, indeed, most persons in this world, owing to intellectual limitations give the best that is in them through their hand-skill. Does Dr. Dickinson mean that this mode of helping, others does not and can not enhance moral power? Does he mean that training a boy to work, to love work, and to put his brains into work, has no connection with the virtue or morality of that boy?

Let Dr. Channing answer this assertion. "Manual labor," he says, "is a school in which men are placed to get energy of purpose and character,—a vastly more important endowment than all the learning of all other schools. \* \* \* The uses of toil reach beyond the present world. The capacity of steady, earnest labor is, I apprehend, one of our great preparations for another state of being. When I see the vast amount of toil required of men, I feel that it must have important connections with their future existence; and that he who has met this discipline manfully, has laid one essential foundation of improvement, exertion, and happiness in the world to come." \* \* \* "Alas, for the man who has not learned to work! He is a poor creature. He does not know himself. He depends on others, with no capacity of making returns for the support they give; and let him not fancy that he has a monopoly of enjoyment. Ease, rest, owes its deliciousness to toil; and no toil is so burdensome as the rest of him who has nothing to task and quicken his powers."

From a cursory hearing of Dr. Dickinson's lecture, one is strongly impressed with the feeling that he is opposed to manual training in the public schools; a closer study of his printed essay reveals the fact that he presents no definite conclusions; that he, like many others, is simply investigating the subject. His argument against trade-learning in schools, together with the opinions of the eminent authorities he cites, is unanswerable, but he leaves, with a few tentatives, the function of manual training in education an open question. Its discussion should not rest upon general opinions of great authorities, nor upon loose, unscientific statements. There is, or is to be, a science of education founded upon broad and deep psychological laws. A thorough analysis of these laws, and the conditions of their complete action, conforming to symmetrical development, would furnish some definite conclusions as to the worth or worthlessness of manual training.

#### METHODS—I.

By MISS BELLE THOMAS, Normal Park, Ill.

#### SUBJECT, GROUPING.

We will suppose that it is the first school day in September, and that you have a class of fifty or sixty children. The number is far too great, but we have to do with things as they are.

You have a class left over from the promotions of last term and a class of new pupils that have never been to school until to day. Your old pupils will help you in leading the new ones.

Of these you know nothing except that they are children. You have no knowledge of their individual ability. Your aim should be to group them into classes, each of which shall contain children of about equal mental power. But this requires a slow, sifting process, and the only way at first seems to be to take one row at a time.

Your more advanced group should be the largest. It may contain ten pupils. Timid and backward children should be in small groups—say five or six in a group—I think the time is passing by when teachers will attempt a reading lesson with 20 or 30 children.

Some children progress more rapidly in one study than in another. We will say that Robert reads well with the advanced class, but its arithmetic is too difficult for him. Let Robert recite in number, then, with at least one class of lower development as well as with his own.

Do not allow the idea of promotion or demotion to



enter the pupil's mind when he is transferred from one class to another. Lead him to know that you place him with Mary's group or with Henry's group because that particular group can help him most, because its work is what he needs and because he can himself be of more assistance to others in that group than in any other.

The same preparation for a reading lesson may provide for several classes, but you need not carry your plan out in the same manner with all. You cannot if you let the children lead you.

Busy work may be prepared for several groups in the same time as for one. The care in selecting this work and the skill in leading to do it, are invaluable elements of good teaching.

**Question by auditor.** Is it not helpful to detail certain children as leaders of these groups and give them partial charge?

**Answer.** The danger would be that the leaders would do the lion's share of the work themselves and prevent the other pupils from getting the necessary experience; or, on the other hand, that they would have work given them which they do not need and whose educative value to them is past.

**Question.** Can you keep pupils always satisfactorily occupied with this busy work?

**Answer.** That is the ideal. We have not reached it yet. The work should be such as will attract and interest the children, but not that alone. It should be *developing*, at every step, and should follow the line of the other lessons, so as to extend the growth promoted by them. There is a difference between entertainment and systematic, helpful work.

**Question.** Some hold that an entire class can be held by an interesting reading lesson, just as well as a small group. Is this not so?

**Answer.** The entire class may be held during the allotted time, but the individual pupils cannot get the requisite experience in doing. Two groups of ten, taking ten minutes each for a reading lesson, get more experience in reading than one group of twenty does in a twenty-minute lesson. There is also a more important consideration than this—the personal nearness of the teacher. This is especially powerful with little children. They want to get close where they can feel the magnetism of the teacher. The younger the child, the more the need of personal contact.

**Question.** When children learn to read in groups, do they read loud enough to be heard all over the class?

**Answer.** Who wants to hear them all over the class? That is one of the causes of the stilted reading that is so unnatural and so prevalent. We get natural tones through conversation. When the energies are divided between the effort to think and the effort to raise the voice to an unnatural pitch the thought suffers.

**Question.** Would you aim to give more than one reading lesson in a day?

**Answer.** I should.

**Question.** Would you give language lessons in groups?

**Answer.** Some language lessons may be profitably given to the entire class; some are better given in groups. It depends somewhat on the material used.

**Question.** What would be your first writing lesson?

**Answer.** A familiar word or sentence.

**Question.** What material for writing do you prefer?

**Answer.** Ruled manilla paper and lead pencils for the youngest.

**Question.** When would you introduce pens and ink?

**Answer.** When the arm movement has been established in the use of the pencil.

**Question.** How about the time required for this reciting in groups?

**Answer.** In a class of fifty we will say you have five groups of about ten each. Give each group ten minutes and you devote 50 minutes to the reading lesson. Fifty more for number lessons leaves you the remainder of the session for your general exercise.

My minde to me a kingdom is;  
Such perfect joy therein I finde,  
As farre exceeds all earthly blisse,  
That God or nature hath assigned;  
Though much I want that most would have,  
Yet still my minde forbids to crave.

—WILLIAM BYRD.

There is a day of sunny rest,  
For every dark and troubled night;  
And grief may bide an evening guest,  
But joy shall come with early light.—BYRANT.

## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### PROPORTION OF PARTS.

Show to the class two bottles of different sizes, but similar in shape. Sketch the smaller one on the board, making the sketch the exact size of the bottle. Then tell the class that you are going to enlarge it to the size of the other bottle, and invite their criticism. Draw the second bottle, enlarging all but the neck.

**Class.**—The neck is too small.

**Teacher.**—What difference does that make?

**C.**—It doesn't look so nice that way.

**T.**—That is so, but there is a better reason why I ought to make the neck larger.

**C.**—(That part of it possessed of good memories.) But you said you were going to make it like the large bottle.

**T.**—That is what I wanted you to say. Then, in enlarging anything, what must be observed? Here follows an explanation and drill upon the *proportion of parts*.

Now take two books as objects to observe. Reduce the larger to the size of the smaller, at first reducing in length only, to show how unsymmetrical the result is. This should be followed by an exercise in enlarging or reducing one object, with no other in sight. All the work done by the teacher should afterwards be done by the class, with the same or new objects. Lastly, let the children compare the sides and ends of the room, the width and height of a window or door, the length and width of a table, etc.

### BOILING WATER.

Obtain a lamp, a test-tube (or if that is impossible, a very thin glass bottle), and a test-tube holder.

Put water in the bottle, leaving it uncorked, and with the holder, hold it over the flame of the lamp, shaking so as to prevent too sudden heating. When the water begins to boil hold still, and have the children observe

1. The drops that rise from bottom.
2. The motion of water.
3. What escapes.

**Questions:**

1. Why would the glass break if too rapidly heated?
2. What is boiling?
3. What escapes from the bottle?
4. Give some uses for steam.

**Practical applications:**

1. Why do glass vessels crack when suddenly or unequally heated?
2. Why do tumblers break when hot liquid is poured into them?
3. How can these accidents be avoided? (a) By plunging into warm water, so as to heat vessels before hot substance is put in. (b) By pouring hot liquid in very gradually.

### A BRIEF EXERCISE IN ARITHMETIC.

Let the digits be written on the board.

What is the sum of the nine digits?

What is the sum of the first five?

What is the sum of the last two?

What is the difference between these two sums?

What is the difference between the first and the last?

What is the difference between the last two?

How much greater is the fifth than the first?

How many times the second is the eighth?

How many times will the third go into the last?

How many times will the second go into the last?

### A LITERATURE EXERCISE.

THE DEATH OF THE OLD YEAR. BY TENNYSON.

Stanza 1. Explain the expression, "Full knee-deep." Note alliteration in verse 2. In verses 3 and 4, why *sad* and *slow* in the one, and *softly* in the other? Are not all the same part of speech? What part of speech? Verse 5. Explain prefix *a* in *a-dying*. Explain figure in "The old year lies a-dying;" "He was so full of joke and jest;" "How hard he breathes!" etc.

Stanza 2, verse 3. "He hath no other life above." Have real persons such a life? Verse 5, *em*. Mention other abbreviations of this sort in colloquial speech.

Stanza 3, verse 1. Explain meaning. Verse 3. Is this a true description of a dying man? Is the word *war* an old word?

Stanza 4. In this stanza all but four words are monosyllables. Note the effect. Meaning of *quips*.

Stanza 5, verses 1, 2, 3, and 4. Note sentences bringing out finely the lateness and quiet of the hour. Verse 7. Explain meaning of *rise*.

Stanza 6. *Alack!* Is it a common exclamation? What verse indicates some of the offices performed for the dead? Verse 5. Who "standeth there alone?" Verses 7 and 8. What *friend* is here meant? Mention the part of the piece that impresses you most.

**NOTE.**—This is intended not only for an exercise in a literature class, but for study of the reading lesson. It will make a pleasant variation, and if the questions be either handed one to each pupil, or put on the board, will lead to interested study and research. The poem can be found in most advanced readers.

### THE KINDS OF SENTENCES.

Let three short declarative sentences be written by the class, and then changed to interrogative sentences. Let three others be written, this time imperative, and changed to exclamatory. This exercise may be continued, so that each of the four kinds of sentences has been changed to one of another form.

To arouse rapidity of observation, let the pupils write in a column four sentences, one of each kind. These sentences are to be quickly changed, the new sentences to be written in a second column, so that the second column shall contain but one sentence of each kind. For example:

John walks.	See! John walks.
Will you go?	Go.
O, I'm tired!	I am tired.
Attend to it.	Will you attend to it?

### COMPUTING INTEREST AT SIX PER CENT.

By PRINCIPAL CHARLES S. DAVIS, Saratoga Springs.

For the reason that six per cent. is the legal rate of interest in several states of the Union, "six per cent. methods," prevail in most of our arithmetics. Great simplicity is claimed by their authors for all of these methods, and from the fact that a special way is given for computing interest at six per cent., the pupil somehow inferentially concludes that computing interest at this rate, is more important, or in some essential manner differs from computing interest at any other rate. While this conclusion is wrong, and while we should guard against leading the pupil to reach it, we need not, I suppose, abandon our favorite six per cent. method.

The writer long ago hit upon the following short method and has since used it in class work with reasonable success. Let it be required to find the interest on \$240 for 3 yrs., 8 mos., 21 days, at 6 per cent.

#### SOLUTION.

3 years, 8 months, 21 days=44.7 months.

$\$2.40 \times 44.7 = \$53.64$ . Answer.

Find the Interest on \$379.32 for 2 years, 5 months, 10 days, at 6 per cent.

2 years, 5 months, 10 days=29.34 months.

$\$3.7932 \times 29.34 = \$55.6336$ . Answer.

The method depends upon the fact that 1-100 of the principal equals the interest for one month at 12 per cent. Dividing this by two, gives the interest for one month at 6 per cent. Multiplying this result by the time, expressed in months and decimals of a month, gives the required interest. If this method has been printed or used by others the writer is not aware of it.

### A READING LESSON.

#### PRIMARY.

**Teacher.** "Let us have a party to-day. You may tell what each little lady or gentleman says on coming in." "Here comes Mr. ——" [Puts letters on board] "who is bashful."

The class immediately give the sound of "s." "This is Miss 'd.'" Sound is given by the class.

The teacher announces each one, with correct answers from the class, until she reaches "g." No one seems able to give that sound.

T. "Don't you know this gentleman with the gruff voice? He seems to talk away back in his throat."

After vain attempts, the teacher pronounces it for the children, and gives a short drill upon it. Then the sounds of all the letters are given twice, the teacher pointing rapidly from one letter to another, and calling upon different pupils.

The next point in the lesson is to combine these letters into words, most of which are not known to the children.

T. "Here are three letters standing side by side, all talking together. Can you hear what they say?"

While saying this, the teacher puts the word "ten" on the board. The class give the sounds slowly several times, then faster, until all are able to say the word.

T. "The first letter has gone away, but here comes another to take its place." [Rubs out "t" and puts "p"]



instead.] The word is spelled slowly, and the children eagerly say "pen."

This method, with variations to keep up interest, is continued until the words have all been spelled.

E. B.

## GEOGRAPHY.

## ORDER OF TOPICS FOR THE STUDY OF THE GRAND DIVISIONS OF THE EARTH.

1. Striking characteristics.
2. Brief history.
3. Position, etc.
4. Surface.
  - a. Highlands.
  - b. Lowlands.
  - c. Profile.
  - d. Progressive map.
5. Drainage.
6. Political divisions.
7. Natural divisions.
  - a. Border water.
  - b. Peculiarities.
  - c. Isthmuses.
8. Climate.
  - a. Causes.
  - b. Projections.
  - c. Healthfulness.
9. Life.
  - a. Vegetable.
  - b. Animal.
  - c. Human.
10. Productions.
11. Exports.
12. Imports.
13. Prominent cities.
14. Journeys.
15. Comparisons.

—"School Devices," by SHAW &amp; DONNELL.

## THE HOLIDAYS.—A SUGGESTION.

1. Ask the pupils to bring into class the names of all the holidays with dates.
2. Make each of these days a subject of conversation, drawing from pupils first all they can tell about them, and adding to the list, if any are omitted.
3. Taking each holiday up separately, tell a few prominent facts not mentioned by the class.
4. Give the pupils a day, or as much time as may be necessary, to reproduce in writing all that has been said. These papers, when handed in and corrected, as to expression, completeness, and other points, should be given back to pupils to be re-written and again submitted.

NOTE.—Great benefits will be derived from an exercise of this kind, but the teacher must not expect to accomplish the whole work, at once. An occasional reference to this subject will serve to fix the origin and purposes of these days in the minds of pupils. Do not be discouraged if some pupils are a long time in appreciating the object of memorial days.

## DIVISOR AND MULTIPLE.

## AN ILLUSTRATION.

To the young pupil these are confusing terms. To impress that a divisor goes into and a multiple contains or holds, use the following concrete illustration:

I have a box. I wish another that will go into it; must it be larger or smaller? The box that goes into it, we will call a *divisor*. I have several boxes of different sizes. I want one that will go into each of them, what must be its size? Smaller than the smallest one. The box that goes into each of them, we will call a *common divisor*.

Return to the first box. Instead of a box that will go into this one, I would like one that will hold it; must it be larger or smaller? We will call the box that holds or contains the first one, a *multiple*. Here are several boxes. I would like one that will hold each one; what size must it be? As large as or larger than the largest. We will call the box that holds each one, a *common multiple*. Have pupils repeat until they are familiar with the sound, "Divisors go into, multiples contain."

E. B.

## A LESSON FROM THE MOLDING BOARD.

## PRIMARY GRADE.

OBJECT: To review islands, and teach a new form of land—peninsula.

Children stand around the board or table.

All may mould an island. Pupils on the north side of table may make their islands hilly on the north side; those on the south side of table may make ranges of hills, running across the islands from north to south. Question: What are islands? What is meant by "surrounded?" How are islands formed? What do we find on islands? Tell about the surface of the island you molded. How do we reach islands? Suppose you lived on an island (choosing one near the main pile of sand), and every year sand should be washed between it and the mainland, until a bar is formed, wide and firm enough for you to walk on (forming such a bar; grass and trees grow on it, and it becomes a part of the island and the mainland. Can you sail around the island now? Is it an island now? Why? It looks almost the same, does it not? How has it been changed? Then if it is almost an island, we will give it a name that means almost an island; we will call it a *peninsula*. Teacher spells it, writes it on the blackboard, calls on pupils

to speak it, and then requests all to mold a peninsula. In the following lesson the name of the little neck joining the peninsula to the mainland is taught.

E. B.

## COMPARATIVES ILLUSTRATED.

Two children of different heights and complexions stand before the class. The pupils, questioned by teacher, compare them as to these two points: "Who is the taller?" "George is taller than Henry." "Who is the lighter?" "Henry is lighter than George."

Two others hold flowers or books before the class.

Teacher: "Grace, choose the book which you prefer."

Grace: "The one in Walter's hand because it is the prettier."

Three pictures are shown. (Use those on the wall, if there are any.)

Teacher: "Harvey, choose one telling why you do so."

Harvey: "I choose this one between the windows, because it is the prettiest."

Two red flowers of different shades are shown.

Teacher: "Gertie, compare them."

Gertie: "This is redder than that."

Teacher: "Compare them using the word 'beautiful.'"

"This is more beautiful than that."

Blackboard.

When we compare two objects, we use the termination *er*, or the word *more*.

When we compare more than two objects, we use the termination *est* or the word *most*.

## COLOR LESSON.—PRIMARY.

Ask the children what colors they can see. Write these colors on the board as they are named by the class. When five have been given, have them write a story, using these words. Vary the exercise by asking them to name all the things in sight, which are brown, or white, or blue, etc. Write these down as they are given, and have a story written about them, having the color always named with the object. Ask which makes the prettier mind picture. The object of this exercise is to teach how much color adds to any picture or description.

## BUSINESS FORMS.

1. Direct pupils to write a letter ordering six articles. All the pupils are now buyers. Have these letters exchanged after being properly folded.

2. Have bills made out for these goods, by the pupils who now hold orders; we will call them merchants. Papers are exchanged so that each has a bill for the letter he wrote first.

3. Each buyer must now write a note payable in thirty days, and give to the merchant who sent him a bill.

4. The merchants now write letters notifying buyers that notes are due.

5. Each buyer should now write a check in favor of the merchant who sold him goods.

NOTE.—After every exchange, a perfect form should be indicated, and corrections made; every pupil it will be seen, will be a buyer to start with, but will become merchant to whoever hands him an order at the close of the first exercise.

N. O. WILHELM.

## FIRST STEPS IN GEOGRAPHY.

The first steps in geography should give the child the means to imagine that which he cannot see. Begin with the forms around you; the close and careful study of the chains or ranges of hills, valleys, plains, coastlines, springs, brooks, rivers, ponds, lakes, islands, and peninsulas. Study them as you do objects in botany or zoology. Take the children out into the fields and valleys; return to the school-room; let them describe orally what they have seen; then mold and draw it; and, finally, have them describe the objects they have seen by writing. Teach them distance by actual measurement; boundaries by fences, and other limitations; drainage by gutters, and the flow of water after a rain. Let them find springs and discover how the water comes out of the ground. Have them bring in different kinds of earth—gravel, sand, clay, and loam. I have not time to give you any regular order of subjects—if there be one. Begin with one object, study it carefully, then take another, and combine the two, and so on.

I wish to call your attention, especially, to the three great means of thought expression. First, the concrete expression; second, drawing; third, language. The first may be done by molding sand obtained from an iron foundry. Have pupils tell you what they have seen, by molding the form. Second, have them draw everything they see, in relief, and horizontally. Third, describe what they have seen, orally, and in writing. Use these means continually in teaching geography.

## RECEPTION DAY.

## A CHRISTMAS EXERCISE.

By MRS. JEROME ALLEN.

## PART I.

SCENE.—Platform showing a family gathered. Father and mother reading. Little girl playing on the floor with a doll. A boy and girl making wreaths of evergreens. Two larger boys at a side-table playing some game. Out of sight, is a sound of whistling, then several heavy taps on floor with a cane, and a clear, loud voice repeats:—

Winter winds are blowing,  
Cold the night and snowing.  
Children! come and greet me,  
Open, I entreat ye!

Boy drops his evergreens, and starts up, listening; then says:—

What cheer! what cheer!  
Christmas has come again,  
His voice I hear.  
Then let the bells ring out a merry lay,  
There is no time for us like Christmas day.

Christmas, outside:—

Children! come and meet me,  
Open! I entreat ye;  
Wintry winds are blowing,  
Cold the night, and snowing.

Boy and girl start quickly, go to end of stage and lead in Christmas, dressed in a long cloak; Cloak and cap covered with snow. Father and mother turn to look. Father rises. Christmas advancing, says cheerily:—

See the tapers glowing;  
Hearts wide open throwing;  
List! to what I'm telling,  
Here I'll make my dwelling.

Christmas sits down. Father draws his chair nearer to Christmas. Girl repeats:—

Sing we all merrily,  
Christmas is here,  
Time will pass cheerily  
Now, never fear.

Then come with the holly and evergreen bough,  
Bring in the bunches of mistletoe now;  
Music and brightness, and happiness, bring,  
And we will crown Christmas and make him our King.

Boys from the table rise, and approach Christmas, and one in a clear, happy voice repeats:

He is come! he is come! a monarch he,  
By his broad, bright reign, over land and sea;  
A king with more than a kingly sway,  
For he wields a sceptre that hearts obey.  
He comes to us with a song and a shout,  
And a twinkle of laughter round about,

And a rhyme of bells,  
That sways and swells

Cheerily, under the faint, brief blue,  
That, crowding at nightfall the stars look through.  
He comes in joy to our household ring,  
Meet him, and greet him, and crown him king.

Second boy:—

To lowly cottage and lordly hall,  
He comes, with a blessing for each and all.  
He holds his court by the blazing hearth,  
For he loves the music of household mirth;  
The boys all hail him, with shout and glee,  
For a rare boy-loving old king is he.

We deck our homes,  
And watch as he comes,

Down the dark of the winter night;  
We'll weave him a garland of holly bright,  
For he comes with gifts to our joyous ring;  
Then meet him, and greet him, and crown him king.

Mother:—

He mends the links in Love's broken chain,  
And drifting hearts are drawn near again;  
He brings us back, amid smiles and tears,  
Our dear ones, over the gulf of years;  
He sings to us echoes, sweet and low,  
Of the song that was sung so long ago

To the shepherds of old.

As they watched the fold,

Of "peace on earth," and to men "good will,"  
And softly the same sweet story still  
King Christmas tells in our social ring;  
Then greet him children, and crown him king."

Father and mother leave the platform; eight or ten small boys and girls come skipping in from side entrance. A boy and girl go to Christmas; girl takes off his hat, the boy his cloak, and brings to view Christmas, dressed very gaily as a king. Another boy repeats:—



We'll crown him now, with the holly bright;  
A sceptre we'll give him, for 'tis his right;  
And a happier, funnier, jollier king—  
One that can whistle, and dance, and sing,—  
A more generous, loving, and thoughtful one,  
Was never yet heard of under the sun.

A large chair trimmed with evergreens, and footstools, also trimmed, have been brought in by the little boys. A small girl, dressed in white, takes Christmas by the hand and leads him to the chair; they repeat as Christmas is sitting down:—

*First girl:*—Dear Christmas accept this evergreen throne.

*Second girl:*—Take this sceptre, and rule us every one.

*Boy:*—On your head we place this bright holly crown;  
It is fit for a king of such great renown.

*Boys and girls, all together:*—

That your reign may be long, and happy, and gay,  
Is the wish of your subjects, each bright Christmas day.

Christmas looks merry, and shakes his finger at the children all gathered round. As soon as the children hear his voice, they all make profound bows. Christmas says:—

My own fairy subjects, just hear what I say,  
And don't smile till I come to the end of my lay,  
Shuld your wishes be many, your pockets be light,  
I'll attend to that matter before Christmas night.  
As you all are so loyal and true to me,  
I'll send you in payment, a grand Christmas tree.

As curtain falls, children clap their hands, and shout, "Hurrah! hurrah! Christmas is king!"

#### PART II.

Curtain rises. Light on platform very dim. Christmas is seated on his throne with two small girls standing, one on each side. Enter six girls dressed in light blue, trimmed with stars, a large star on each forehead. (Girls do not bow to audience.)

*First girl repeats:*—

Floating down o'er the hills of Judea,  
Where shepherds were watching at night,  
A flood of ineffable brightness,  
Was seen in the clear, starry light.  
And out of the sky came such music,  
Hallelujahs, and anthems of praise,  
That the shepherds were filled with amazement,  
As they stood in the dazzling rays.

"Fear not," said the voice of an angel,  
"For I bring you good tidings to-night,  
In a manger an infant lies sleeping,  
Heaven and earth never saw such a sight."

"For the beautiful babe in the manger  
Is Christ, your Redeemer and King,  
Who has come from the realms of the blessed,  
To earth, your salvation to bring."

No wonder the angels were singing  
Such songs to the listening earth,  
They were telling the beautiful story  
Of Christ, and his wonderful birth.

Sing again, shining angels in glory,  
And we will take up the refrain;  
We can never be tired of the story  
Though we hear it again, and again.

*Second girl:*—

Listen! listen! to the music,  
That the Christmas joy-bells make,  
Ringing out such peals of gladness  
For the dear Redeemer's sake;  
'Tis His birthday, and we keep it,  
In these happy homes of ours.  
In the city, village, country,  
Pleasantly we pass the hours.

*Third girl:*—

Long ago, in Bethlehem's stable,  
Christ was born, the baby king,  
"Peace on earth," the watching shepherds  
Heard the holy angels sing.  
And the music has not ceased,  
But has through the ages rolled,  
And "good will" among the nations,  
Has increased a thousand fold.

*Fourth girl:*—

Let our hearts be full of sunshine,  
Though the frost is on the pane,  
And old Winter, keen but kindly,  
Comes to visit us again,  
As with snowy robe he covers  
All the bleak and barren ground,  
And makes fairy forms of beauty,  
Where the leafless trees abound.

*Fifth girl:*—

Ring ye bells! 'tis sweet to listen  
Tell the story, o'er and o'er,

Echoes of that wondrous music,  
That was heard in days of yore,  
Decorate the house with holly,  
Let the bright red berries shine,  
While we celebrate the birthday  
Of our loving Lord divine.

*Curtain falls.*

#### PART III.

Curtain rises. Scene.—Eight boys and girls, large and small, dressing in some confusion: caps, furs, mittens, etc., etc., lying about.

*First boy:*—

Come, boys and girls prepare to go,  
For a frolic, out in the fleecy snow,  
Wrapped up in coats and tippets warm,  
Why should we heed the wintry storm?  
The sleigh is ready, jump in! jump in!  
Nor put a stop to the noisy din,  
For the bells on the horses seem to say,  
Oh! don't you know it is Christmas day,  
And we're on the way to grandma's.

*Second boy:*—

The snow-balls fly, now here, now there,  
They do not hurt, so we do not care,  
And the laugh is long, and the laugh is loud.  
For there never was such a jolly crowd,  
While the bells go jingle, jingle, too;  
Jingle-a-jingle, as if they knew  
That this rollicking, frolicking noisy crew  
Were on the way to grandma's.

*Third boy:*—

We'll soon be there, we'll soon be there,  
The Christmas fun and feast to share,  
And the old folks then will be young and gay,  
As they join in our mirth on Christmas day;  
For it comes but once a year you see,  
And we ought to be merry and full of glee,  
When on Christmas morning we always go  
To have a good time at grandma's.

*Curtain falls.*

#### PART IV.

SCENE.—Santa Claus dressed without pack, sitting on a low chair; very little girl, dressed in white, is standing on tip-toe with her arms round his neck. She repeats:—

Jolly old Saint Nicholas,  
Lean your ear this way,  
Don't you tell a single soul  
What I'm going to say,  
Christmas eve is coming soon,  
Now, you dear old man,  
Whisper what you'll bring me,  
Tell me, if you can.

When the clock is striking twelve,  
When I'm fast asleep,  
Down the chimney, broad and black,  
With your pack, you'll creep;  
All the stockings you will find,  
Hanging in a row,  
Mine will be the shortest one,  
You'll be sure to know.

Johnny wants a pair of skates,  
Susie wants a dolly,  
Nellie wants a story-book,  
She says dolls are folly;  
As for me, my little brain  
Isn't very bright,  
Choose for me old Santa Claus,  
What you think is right.

Santa Claus takes the little girl on his lap, and whispers some thing in her ear; she laughs and claps her hands softly. Both remain seated. Enter two boys and a girl.

*First boy:*—

There's a tiny little tinkle when the moon is shining  
bright,  
When Santa Claus comes traveling, with his reindeers  
prancing light;  
And they ring a hearty promise of the treasures to be  
found

When the breakfast-bell shall waken happy youngsters  
—blessed sound!

Oh, the merry midnight bell!  
Oh, the early morning bell!  
When the children rub their sleepy eyes and hurry down  
pell-mell,

*Second boy:*—

But a bell is ringing later, and the echo of its noise,  
Is the jolliest in all the world to merry girls and boys.  
Does any music ever heard such wondrous visions bring  
Of everything delightful, as that jingle, jingle, jing?

*Girl:*—

If you listen you will hear  
All its promise of good cheer,  
As it adds its clang of greeting to this crowning of the  
year.

How it laughs amid its din,  
As it rings the people in!  
How the children wait and wonder, all impatient to  
begin!

And their bonny eyes are bright  
At the gay and goodly sight  
Of the dainties, and the dainties, and the sparkle, and the  
light.

Oh, of all the bells, the bell  
With a tale of joy to tell!  
Oh, the jolly, jolly jingle of the Christmas dinner-bell.

*Curtain falls.*

#### PART V.

SCENE.—Christmas crowned, and holding his sceptre, is seated on his throne. A number of children sitting and standing in groups about him. Enter fifteen boys and girls, each one with a white letter, trimmed with evergreen, hung round the neck. Letter wrong side out. At beginning of sentence the letter is turned right side out.

A joyous sound steals on the listening ear,  
And happy tones are echoing far and wide;  
It is the closing music of the year,  
Telling us all of joy at Christmas tide.

Most peaceful was the night,  
Wherein the Prince of Light  
His reign of peace upon the earth began.

Every Christmas day that comes,  
Brings its gladness to our homes,  
And though snow is on the ground,  
Hearts are warm, and joys abound.

Ring out ye crystal spheres,  
Once bless our human ears,  
If ye have power to touch our senses so,  
And let your silver chime  
Move in melodious time,  
And let the bass, of heaven's deep organ blow,  
But if such holy song,  
Inwraps our fancy long,  
Time will run back and fetch the age of gold.

Rich glows the Christmas tree,  
The sweet love-planted Christmas tree.  
What gather they, expectant, gay,  
Who throng around the blooming Christmas tree?

Yes, listen for the Christmas bells that ring out,  
loud and clear,  
A welcome for the holiday, the best of all the  
year.  
From the smallest to the greatest they add their  
cheery song,  
To swell the living chorus which gaily floats  
along.  
Oh, the merry Christmas bells!  
Oh, the cheery Christmas bells!  
There's nothing like the music of the merry  
Christmas bells.

Calm on the listening ear of night,  
Come heaven's melodious strains,  
Where wild Judea stretches far,  
Her silver-mantled plains.

Hark! what mean those holy voices,  
Sweetly warbling through the skies?  
Sure, the angel host rejoices,  
Sweetest hallelujahs rise.

Ram through the woods, and  
Find the freshest pine, for us  
To twine in wreaths, for we must decorate  
Our homes at Christmas tide.

I wish it were always Christmas,  
For it is such fun, you see,  
To be loaded down with presents,  
While our hearts are full of glee.

Soon happy spring will come again  
In all its fresh, green, blooming beauty,  
Bringing us gentle showers, and birds and blossoms.  
But spring with all its flowers, has not the charm  
For us, that lies in loaded, blooming Christmas  
tree.

'Tis Christmas tide, and  
On the wintry air,  
Flat sounds of music,  
And a glad refrain,  
Telling that Christ was born in Bethlehem.

Morning of mornings! the one we  
Hail with greatest glee, is Christmas.

A star shines forth in heaven suddenly,  
A wondrous orb, less than the sun, yet greater;  
Less in its outward light, but greater in  
its inward glory, pointing to a mystery.

Since "Merry Christmas" comes but once a year  
To open wide our hearts, and  
Make us scatter gifts like flakes of snow,  
Let us remember always, those who  
May be poor, and sad, and have not  
Half the pleasures we enjoy.

*Curtain falls.*



## THINGS OF TO-DAY.

The Court of Appeals of New York has granted Jacob Sharp a new trial. He is out on \$40,000 bail.

The Standard Oil Company is considering a scheme for laying a pipe line from New York to Chicago.

The saleswomen of New York have formed an organization to protect their rights.

The National Prohibition Convention will be held in Indianapolis next June.

M. de Lessops wishes to raise the money necessary for the completion of the Panama canal by means of lottery loans.

Many protests have been made against the building of a horse railroad in Fifth avenue, New York.

The cessation of work on the subways in New York has thrown 5,000 men out of employment.

Most has been convicted of making a speech inciting to riot and murder.

The German Reichstag sent a message of sympathy to the Crown Prince.

Baron Hirsch has given \$10,000,000 to found primary schools for Hebrews in Russia.

The New York dry-goods firm of Brown, Wood & Kingman, that did a business of from \$12,000,000 to \$14,000,000 a year, has failed.

The opposers of prohibition won in Atlanta after a spirited contest.

The receipts of the New York surface and elevated roads for the past year have been over \$17,000,000.

The Russian government will construct a railway across Siberia.

It is reported that the Queen of Sweden is insane. She is living in seclusion.

The one hundred and fourth anniversary of the evacuation of New York by the British was celebrated November 25.

John Tyler, who died at South Norwalk recently, had \$300,000 insurance on his life in fraternal and other insurance organizations.

Mr. Vilas has expressed an opinion that postal telegraphy will eventually form a part of our system.

An attempt to start an insurrectionary movement in Paris failed.

Baltimore, Washington, Chicago, and Cincinnati all want the Republican and Democratic national conventions.

The Redemptorist Fathers of the province of Baltimore will present to the Pope a magnificent writing-desk as a jubilee present.

A revolution in Guatemala was overthrown, and the leaders captured.

Dr. Schliemann is excavating the temple of Venus on the island of Cerigo.

An effort will be made in Congress to increase the army 5,000 men.

A conference was held by the English and American members of the fisheries commission.

Engineers have been sent from the United States to survey a route for a Nicaragua canal.

## FACT AND RUMOR.

Among the scholars who will instruct students of the University of Pennsylvania in the newly-opened course of Semitic languages are Profs. Lyon of Harvard, Harper of Yale, Brown of the Union Theological Seminary, Haupt of Johns Hopkins, and Jastrow, Peters, and Heilprecht.

A folk-lore society is proposed, primarily for the collection of the fast-vanishing remains of folk lore in America, and secondarily for the study of the general subject.

The increase of interest in the sciences centering about a scientific education in England is well shown in the announcements of lectures to be given in connection with the Association for the Education of Women at Oxford. The three courses are, on mind, its conditions and functions, by W. L. Courtney; on the outlines of the history of education, by Mrs. Scott; and on elementary physiology, by Mr. Dixey.

The Alumnae of Elmira College have undertaken to raise \$50,000 for the endowment of a professorship in that institution.

The Hon. George Bancroft is at present in fair health, but his friends regretfully observe that he has aged alarmingly during the past year or two.

The women of Grovetown, Georgia, are trying to raise money enough to build a church in memory of Paul Hayne.

By the death of Franz Trautmann, Germany loses her leading historical novelist, and a prolific and always charming contributor to other departments of literature.

The Turkish government has under public examination and supervision a large school for living languages.

A scholarship has been established at Harvard which will be awarded to a graduate of any department of the University wishing to study, either at home or abroad, "the ethical problems of society, the efforts of legislation, governmental administration, and private philanthropy to ameliorate the lot of the masses of mankind."

M. Meissonier is not, as reported, suffering from paralysis, but symptoms of that disease have appeared in one hand and he will have to stop work for a considerable time.

It is hoped to dedicate the splendid Gambetta monument in Paris on January 1 next, the fifth anniversary of that statesman's death.

A society is devoting its attention to the relieving of the sufferings of the lepers of India, of whom there are 135,000.

Catarra is caused by scrofulous taint in the blood. Hood's Sarsaparilla purifies the blood. Try it.

## EDUCATIONAL NOTES.

TO OUR STATE CORRESPONDENTS.—The notes that we now have on hand are appearing as fast as we can get them in, but the pressure is very great. Several times lately, the educational notes have been nearly or quite crowded out by reports, etc., and this is the reason for the apparent neglect of some states. We appreciate the kindness of our various correspondents, and, if they will bear with us a little, their news items shall all appear. Attention to the following points will aid us very materially in arranging the notes:

Put each item in a paragraph by itself.  
Do not abbreviate names of institutions.  
Write only on one side of the paper.

## CALIFORNIA.

Since his election as county superintendent of schools, Mr. J. B. Brown, of Eureka, has spent much of his spare time in classifying the flora of this region. On his rounds among the schools he has been able to add many rare specimens to his already extensive collection.

Professor Phelps has brought the Eureka Academy to a high grade of scholarship; at the late teachers' examination, held in Humboldt county, thirteen out of sixteen applicants from the academy received certificates.

The people of Arcata were fortunate in getting such an able and scholarly gentleman as Principal Marshal to take charge of their schools.

E. OGLE.

Mrs. Gray, daughter of Gen. O. O. Howard, is studying the Kindergarten principles preparatory to the establishment of a school at Vancouver.

Since the enactment of a law establishing a state series of textbooks, a bill was passed, appropriating \$10,000 for the erection of a store-house in Sacramento as a fire-proof depository of the books and stereotype plates. The building was to have been finished by July; but that time having now passed, the comptroller holds that he would have no authority to draw a warrant in case of its construction. Some of the leading attorneys think that the money could yet be made available without legislative enactment. The opinion of the attorney-general is awaited with interest. No necessity seems to exist for the building, as not less than three fireproof vaults in the Capitol building now stand unused, and could easily be made available for the purpose mentioned.

The Froebel Society has lately elected a new corps of officers, of which Mrs. Kate Wigin is president, and Misses Jennie Wheeler and Eva Taylor are secretaries.

The Los Angeles board of education has adopted plans for six four-room school buildings. Other school buildings will receive additions and repairs.

Mr. J. Spencer Voorhees, state secretary of the Young Men's Christian association, recently delivered an address before the students of the State University at Berkeley.

Santa Clara College now contains 500 students.

The "cane rush" has been abolished at the State University by President Holden, but other almost as cruel practices are yet the terror of freshmen.

There is now an average attendance at the State Normal school of about 600 students. Pupils are required to spend one year in the training school before receiving a diploma.

San Bernardino is to advertise for plans for a \$25,000 school-house.

The regulation of the San Francisco board of education requiring the vaccination of pupils is to be tested as regards its validity.

Marysville. State Correspondent.

T. S. PRICE.

The Lassen County Teachers' Institute was held at Susanville, early in November.

The 19th annual session of the Institute of Tulare county will be held in Visalia, Dec. 20-23. Hon. Ira G. Holt, state superintendent of public instruction, and Dr. C. C. Stratton, President of Mills' College, will be present. There will be an informal "Exhibit" of school work of every sort, prepared by pupils, to which teachers are urged to contribute.

## COLORADO.

Professor Powers, son of Hiram Powers, the celebrated American sculptor, is a professor in the art department of the University of Denver.

The conservatory of music is under the charge of Professor Ostrander.

Principal Frowine is revising the course of study of the Manitou schools.

The new principal of the Colorado high school is S. A. Jones, Ph.D.

The number of pupils in the Lamar schools exceeds the school accommodations.

The board of education of Colorado Springs have appropriated \$1,500 for chemical and physical apparatus.

Mr. Will Henry is the principal of the Williamsburg schools. He is a graduate of Oberlin, Ohio, College.

It is to be regretted that Miss Biras has left the state, having accepted a position in her Alma Mater, the Nebraska State Normal School.

The State Agricultural College enjoys marked and merited success. Pres. Ingersoll reports a better grade of pupils than ever before.

Principal Wm. F. Bybee continues to render acceptable service in the Julesburg school.

Chautauqua clubs seem to be in great favor among our people.

Pueblo. State Correspondent.

F. B. GAULT.

## DAKOTA.

The fifth annual session of the South Dakota Educational Association will meet at Huron on December 21, 22 and 23.

The topics for the general association will be on the following lines: Literature and Reading for the Times. Is Poor Spelling Increasing? Why? How can we best teach "Good Morals and Gentle Manners?" How can we improve the Educational Work of South Dakota? 1st. By a better preparation for teaching. 2nd. By arousing public sentiment in favor of education. 3d. By securing a longer tenure of office.

Gov. Church and ex-Gov. Pierce have been invited, and have conditionally promised to participate in the program. The usual one and one-fifth fare for the round trip will probably be secured.

## INDIANA.

The propriety of having a day set apart in the state association for the reading of "voluntary" papers, aside from those "programmed," is under consideration here.

The Indiana Teachers' Reading Circle has a membership this year of about six thousand teachers. In Greene county every teacher is a member.

Prof. W. H. Payne, of the Michigan University, has taken the presidency of the State Normal College of Tennessee.

New Albany. State Correspondent. JOHN R. WEATHERS.

## IOWA.

Eastern and Central Iowa has a schoolmasters' round table made up of the city school superintendents exclusively. No formal papers are read, but subjects are freely and fully discussed under a leader.

Dr. Pickard conducts the didactic department in the State University, lately filled by Dr. Fellows; the latter gentleman has joined the Methodist conference, and has been assigned to Christ Church, Waterloo.

The State Teachers' Association meets this year in Cedar Rapids, some time during the holidays. Supt. L. T. Weld, of Nevada, is president; and A. C. Ross, Hampton, secretary; while Supt. Arey, of Fort Dodge is chairman of the executive committee. The program will be issued soon.

Good reports are given of G. T. W. Patrick, the new professor of physics in the State University. L. G. Weld is professor of mathematics there, with E. R. Nicholas as assistant.

Prof. M. W. Bartlett of the State Normal school, has recovered from his long sickness.

W. N. HULL.

Cedar Falls. State Correspondent.

## MAINE.

A meeting of the Maine Pedagogical Society will be held at Augusta, Dec. 29-31.

## MISSOURI.

The tenth annual session of the Southwest Missouri Teachers' Association will be held at Marionville, Dec. 27-30, 1887. The following educational program will be presented:

"Educational Ballast," J. E. Locke, Smithfield.  
"How to Teach a Country School," Commissioner S. L. Slane, Diamond.

"Popular Errors," F. C. Miller, Mt. Vernon.

"What to Teach," J. T. Sturgis, Jasper.

"The Scholar as a Citizen," W. L. Bray, Cartersville.

"Little Readers," Miss Adra Davis, Nevada.

"Needs of our Public School," A. H. Wear, Cassville.

"Our Defects," Commissioner J. M. Stevenson, Carthage.

"County Institutes," Miss Anna Harrison, Golden City.

"Extremes," Hon. W. E. Coleman, State Superintendent of Public Instruction.

"Tools to Work With," Com. S. A. Hoover, Bolivar.

"New Method of Teaching History," G. B. Adams.

"The Nature, Degree, Conditions, and Value of Education," President A. J. McGlumphy, Greenfield.

"What Education Should Do," Superintendent J. Fairbanks, Springfield.

"Public School Library," Supt. W. J. Hawkins, Nevada.

"Greek Teachers," Superintendent J. M. White, Carthage.

"Reading and What to Read," Miss May Hancock, Lamar.

"The True Teacher," F. P. Sever, Neosho.

"Requisites of Success in Teaching," Miss Addie Manlove, Marionville.

"The Scope of Public School Work," W. T. Carrington.

"Why We Fail," L. J. Smith, Pierce City.

"The Teacher and His Profession," John L. Brown.

"The Teacher a Factor in Society," Miss Hattie Marston, Springfield.

"Public Examinations," President G. W. Turner.

## NEW HAMPSHIRE.

Miss Lucelia A. Kimball, one of the most faithful and successful teachers that Nashua has ever had, has been elected supervisor of drawing at Jackson, Michigan. Miss Kimball has been studying for the past year at the Normal Art school in Boston.

J. P. Hayes, of Galveston, Tex., a colored student at Dartmouth Medical College, has been appointed demonstrator of anatomy for this year.

Miss Celestia S. Goldsmith, of Chester, is teaching in the Le Moyne Institute at Memphis, Tenn.

Miss Jessie Waterman of Littleton, has been elected to a position in the public schools of Des Moines, Ia.

H. L. Little of Alfred, Me., has been engaged as principal of the high school at Salmon Falls. He is a graduate of Bowdoin College.

Three hundred children attend the Roman Catholic Parochial School in Nashua.

ELLEN A. FOLGER.

## NEBRASKA.

The educational work in Nebraska is keeping pace with that of the other western states. The State University is being enlarged from year to year, as the patronage demands. A \$41,000 addition is just being completed. A new Wesleyan University is being built at Lincoln, and a Baptist University is soon to be erected somewhere in the state, probably at York.

The state is divided into districts for holding teachers' associations. The South Nebraska association was held at Beatrice late in November. The North Nebraska association is to meet at Blair during the Christmas holidays.

The Plattsmouth schools, under the able management of Supt. W. W. Drummond, have done away with recesses this year.

Supt. H. S. Bowers, formerly of Pawnee City, has charge of the Lincoln schools.

The Norfolk schools are under new management; Supt. P. W. Grinstead, formerly editor of the *Nebraska Teacher*, is at the helm, and has a good corps of teachers to work with him. He has introduced the actual business system in his high school grades, and pupils perform such operations with business currency, negotiable and non-negotiable paper, contracts, leases, mortgages, deeds and indorsements, as will make practical all the common school branches.



He will also soon introduce the type-writer into his schools.  
Norfolk. State Correspondent.

## NEW JERSEY.

In accordance with the expressed wish of Dr. McCosh, his successor as president of Princeton College, will be Rev. Francis L. Patten, D.D., who has supplied the pulpit of a Presbyterian church in Montclair for some time. Dr. Patten is the professor of theology at Princeton. Professor Wm. M. Sloane who now occupies the chair of history will be vice-president.

The State Teachers' Association which meets at Trenton, Dec. 28-30, promises to be of great interest. The educational exhibit will be unsurpassed by any state. Principals of schools have been requested to state their views regarding manual training, changes in the school-laws, and school government, and corporal punishment. These matters are stated on blanks, and forwarded to the member of a special committee residing in the district. The results of these inquiries will then be known. W. D. TYNDALL.

The board of education of Jersey City, at its last meeting elected Mr. A. B. Poland, principal of the high school, as superintendent of schools, in place of Mr. A. W. Edson, resigned, Mr. W. S. Sweeney of school No. 14, principal of the high school, and Mr. Chas. S. Haskell, teacher of Latin and Greek in the high school, as principal of school No. 14. The vacancy in the high school will be filled at the next board meeting.

On motion of Director Benson, the board unanimously adopted the following preamble and resolutions:

WHEREAS, Superintendent Edson has severed his connection with the schools of this city to accept a high position in educational work in Massachusetts; therefore, be it

Resolved, That while this board regrets the departure of Superintendent Edson it congratulates him upon his promotion to a higher sphere of usefulness.

Resolved, That during the two and a half years of service of Mr. Edson as superintendent of public schools, the schools of Jersey City have rapidly progressed along every line of school work, and they will lose in him a wise superintendent, excellent disciplinarian, careful leader, firm administrator, warm friend, and invaluable assistant and advisor, whose loss will be severely felt by the school board, teachers and pupils alike, while the community will lose an invaluable citizen.

Resolved, That this board extends to Mr. Edson its hearty thanks for his most excellent services, and the best wishes for his success in his new field of labor.

Resolved, That a copy of these resolutions, engrossed by the clerk of this board, be presented to Mr. Edson.

The board also adopted a schedule of salaries for teachers and janitors, substantially the same as last year.

The annual commencement of the Atlantic county public schools was held at Hammonton, Dec. 2. State Superintendent Chapman was present.

A meeting of the Teachers' Association was held at Hammonton Dec. 3.

## NEW YORK.

The institute for the first commissioner district of Allegany county, assembled at Angelica, commencing Oct. 31. Prof. I. H. Stout, of Farmer Village, was the conductor. He dwelt largely upon "The Powers and Duties of Trustees" and upon "School Law" as it affects the teacher. Prof. Stout is one of those men who believe that teachers have rights and that they should assert them. He does not believe that it is a teacher's place to be a coward although many evince such a spirit.

Rev. R. A. Waterbury, Ph.D., of the State Normal school, was present during two days of the institute, and spoke upon "The Science of Teaching." He is one of those men whose broad views and wide experiences have fitted to be a teacher in the true sense of the word. No wide-awake teacher can afford to neglect the principles of a thorough preparation such as the Dr. outlined.

During the institute, lectures were delivered by the following persons, viz: The Rev. J. Hendrick, of Angelica, upon "Imagination as an Aid in Education;" Prof. Stout, "Reminiscences of War;" Dr. Waterbury, "A Plea for a Higher Education." Most credit is due to Com. Ferguson for the active part which he took in rendering every thing pleasant for the teachers. Professor Stout was so well liked, that it is the wish of the teachers that he may be appointed as conductor of our institute next year.

W. H. LOVELL, Sec.

The commissioners in charge of the Rensselaer county teachers' institute, held at Hoesick Falls last month, issued their outline of work in a neat little volume, tastefully bound. It contains, besides a program of the proceedings, outlines for use in teaching the common branches, and many valuable suggestions to teachers.

## OHIO.

Isaac Mitchell, principal of the Georgetown schools, will conduct a normal at Georgetown next summer known as the South-western Normal School.

J. A. Chambers, B. S., takes charge of the Bokmansville Academy this year.

J. W. Kehoe has been elected for the fourth year at Russellville.

Mr. J. F. Seaton has been elected as superintendent of the Winchester schools, Professor J. H. Rowland resigning to accept the superintendency of the Blanche school.

Professor A. G. Turnipseed has a new and spicy little sheet called *The Budget*, issued at West Union, in the interest of the Central Normal School of the same place.

J. S. Montgomery will attend lectures the coming winter at the Ohio Medical College, Cincinnati.

Miss Mattie Menely has charge of the Youngsville schools.

## PENNSYLVANIA.

Supt. M. G. Brumbaugh, of Huntingdon county, never allows an opportunity to pass by when he can do a good work for his schools. The first day of the recent centennial held at Huntingdon, over eight hundred of the school children of the county marched in procession in a grand parade. The children marched by schools, each school being headed by an appropriate banner, and they were reviewed by Governor Beaver. There was a magnificent display of over 40,000 volumes of choice text-books, and many varieties of school aids. In contrast to these, Supt. Brumbaugh also had a collection of the oldest text-books ever used in the county.

Professor L. S. Shimmel, of Huntingdon, assisted by James W. Elliott, of Osceola, and Supt. M. G. Brumbaugh, publish again this year the weekly *Public School Gazette*. The paper is designed to give supplementary reading on the current events, literature, physiology, geography, and history. It has over 1,000 paying subscribers, and is an assured success.

## RHODE ISLAND.

The forty-third annual meeting of the Rhode Island Institute of Instruction was held at Providence the last of October.

## NEW YORK CITY CORRESPONDENCE.

## ART STUDENTS' LEAGUE.

A late inspection of the new quarters of the League in East 23d street shows them to be well lighted and spacious. Six of the studios are lighted by large sky-lights, thus affording light of the best character. The students are hard at work again this year, the attendance being well ahead of the preceding years. The corps of instructors is without many changes. Mr. B. R. Fitz takes the place of Mr. Weir, in one of the painting classes, Mr. Blashfield in the place of Mr. Dewing, both well known artists. Some of our best illustrators were bred in the League; the best students are yearly represented on the walls of the exhibitors; not a few are in Paris winning more laurels, but the majority are plodding along laying the foundations for future glory. The students of the League have a fine reading-room, that has on its table the leading magazines, art periodicals and catalogues of Paris, London and New York. These are of much help, bringing before the eyes the pictures, studies, and talk of the great masters. This in itself is of much value to the student. Exhibitions of the instructors' work, decorative examples of all kinds, photographs newly arrived, are found from time to time. Happy the ones, it seems to us, who gain admittance to this charmed circle of young aspiring artists.

Those who did not attend Supt. Meleney's lecture at "No. 9," missed some very practical suggestions. The time has gone by when any enterprising educator will come before a body of teachers with dry-as-dust theories. They have found out that what teachers value is practical suggestions, accompanied with so much of the "why" as will enable the teacher to use them intelligently.

One of the devices Supt. Meleney suggested was that old maps in worn-out geographies, railroad time-tables, etc., be cut out and pasted on manilla paper for class use. A "puzzle map" just as good as those made out of wood and costing a dollar, can be made by pasting a map upon stiff paper and then cutting out the separate states, countries, or counties as the case may be.

More than fifty members of the class in pedagogy listened to Dr. Allen's lecture on Education in Ancient Sparta last week. During the Thursday afternoon class an opportunity for question and remarks was given at the close and nearly every member of the class had something to say, or to ask, in regard to the subject. Miss Mackintosh thought that the great mistake of the ancient Spartan education was repressing individuality. Dr. Shimer thought we imitated them to-day in holding up before the young only the virtues of our great characters. The class agreed that it was wise to dwell upon evil as little as possible. Mrs. Dr. Alden, wife of the late Dr. Joseph Alden, of the Albany Normal School, thought that as a whole the Spartan ideal of education was very narrow, but that it contained some good points.

## FIRST GRADE EXAMINATIONS.

Last Saturday morning President Hunter met a large number of the First Grade teachers to discuss the subject of examinations for entrance to the Normal College. Commissioner Wood, the man who never thinks himself too old to learn, was present, and listened attentively to all that was said and done.

Two propositions were laid before the teachers by President Hunter, one the proposition made by some of the teachers of the first grade, that their work in history cover only that portion reaching from 1783 to the close of the Civil War. By concentrating upon this they thought they should be able to accomplish much better results than by trying to cover the whole ground.

The other was Dr. Hunter's own proposition, that the examination in both history and geography consist of fifty questions, only ten of which need be answered by any pupil, and these at his own option. This proposition, when it was clearly understood met with almost unanimous approval by the teachers.

President Hunter improved the opportunity offered by this meeting to emphasize some of the points made by him in his lectures on history and geography at the Industrial Education Association, viz., that the thing the teacher should aim at is, not dates, not dry facts, but to produce a picture in the mind of the child. This being done the child can "tell the story" in his own language.

President Hunter places great value upon thorough teaching in arithmetic, geometry, and grammar, not for the sake of the knowledge gained thereby, but for the mental discipline they afford. Grammar gives practice in analysis, geometry in synthesis, and arithmetic in both; hence arithmetic he considers the most valuable. The portion of arithmetic in which he requires the greatest facility is common and decimal fractions. Without these progress in the Normal College, at least, proves to be impossible. Allegation and exchange he does not consider important; like book-keeping it can be learned best in actual practice; it will be left out of the entrance examinations entirely.

President Hunter says that the girls who come to him from the public schools are far better qualified in arithmetic than those who come from private schools. Out of 30 applicants for admission from private schools only three or four passed, while from some public schools the whole number passed.

Dr. Wallace Wood had on exhibition at the University Friday last, a thousand engravings of old Roman life. Dr. Wood's lectures, each Friday at 4 P. M., are thoroughly enjoyed, and are certainly well worthy the patronage of teachers. H. L. BANNERMAN.

## LETTERS.

LESSONS IN DOMESTIC ECONOMY.—Do you approve of lessons in domestic economy? How can such lessons be given without apparatus? K. H.

Domestic economy relates to the doing of necessary things about the house, with the least expenditure of time and strength. For example, there is a time to sweep a room, to take up ashes, and to make beds, and there is a time when to do these things would be absurd and out of place. There is a way to cook so as to save and nourish, and there is a way to cook so as to waste and kill. A lamentably large proportion of housekeepers know little or nothing of domestic economy, and until this wrong is righted, suffering must result therefrom.

Lessons may be given by simple talks on the subject. Teach the children what domestic economy means, then selecting one point for a lesson, talk, not to, but with them about it. Subjects such as sweeping and dusting, ventilation, care of a dining-table, arrangement and decoration of rooms, and many others, may be made very interesting and instructive.

WRITTEN WORK.—What incentives can I offer for good written work? A. D. S.

Refuse to accept any work unless it be, at least, neat. All pupils cannot become good writers at once, but all can be neat in work, and use proper punctuation and arrangement. A judicious amount of praise will hasten the end to be attained. If they have tried especially to do well, do not fail to speak favorably of the results. Occasionally send home a well-written paper for the parents' inspection. This will extend the interest to parents also. Make a portfolio to hang on the wall of manilla or wrapping paper, fastened at the top, and made so that the pages can be lifted for observation. Put specimens of neat work on these pages, and show them to visitors. There will be none who will not make special efforts to have their work placed in this post of honor.

Have the work include all the studies; arithmetic as well as drawing, diagrams of sentences as well as penmanship.

DRAWING IN UNGRADED SCHOOLS.—I would like several good reasons, distinctly stated, why drawing should be introduced into ungraded schools. UNINFORMED.

Drawing should have a place in all schools. It trains the eye to accurate observation, as well as the hand to correct representation. It gives pupils some information in the terms of higher arithmetic and geometry.

It exercises a child's faculty of representing things leading him to observe more closely objects which would otherwise be unnoticed by him.

It leads children to see what is meant by the right proportions of things.

It trains to some degree the artistic taste, which will be of great value in many uncultured and unbeautiful homes.

FOR THE WINTER TERM.—I have been giving oral lessons in botany during the spring and fall term. What subject would you recommend in which to give a course of lessons during the winter? A. A. S.

If you do not teach physiology, that would be a good study to take up with your pupils, and would give opportunity for practical lessons on hygiene, a subject which it is of so much importance that children should know. If you already teach this, a course of simple lessons in zoology would be extremely interesting, and profitable. Let the lessons be oral, and make it a point to study, specially, forms of life of which you can get specimens. Children take more interest in real forms than in pictured ones. In connection with this study, many lessons can be given on kindness to animals. They may be introduced in a seemingly desultory way, but with a real purpose underlying them, and the children will unconsciously learn what will make them more manly and noble.

FOR FRIDAY AFTERNOONS.—Name a series of Friday afternoon diversions. R.

Institute a "Letter-Box," not only for the pleasure of the pupils, but for the valuable practical lessons which can be thus given. Let it be understood that but one letter a week is to be written by each pupil, and that all are to be seen by the teacher for correction and revision; the best ones to be read aloud. Distribution of the mail may be assigned, as a reward for good deportment during the previous week. The subjects mentioned in these letters should be of general interest, and not filled with personal affairs. After revision, they should be handed to the writers to be re-written, then delivered to the owners to be answered.

Reading a story aloud is a device which secures good and distinct reading on the part of the class. Select a story or an extract from some book, and let the pupils read it, coming quietly to the front of the room one after another. Such good attention will be given by the class to an interesting story, that the readers will make special efforts to do their best.

Again, you can call Friday afternoon "General Information Afternoon," and have a box for all sorts of questions which do not connect directly with the lessons. A list of these may be pinned somewhere in sight during one week,



to be discussed and answered the next, teacher and pupils meantime hunting up information on the subjects.

Another plan is to have the general news of the week collected and read. This makes the children alive to what is going on in the world, and is a good chance to develop original thought in them, for they will express their own ideas regarding questions of the day.

If a noted person has recently died, Friday afternoon is a good time to talk of his life and work. While the interest, roused by the news is fresh, a more vivid and lasting impression can be made.

If your class specially love to sing, and if it will not disturb any other class, let them sing a good deal on Friday afternoons. A pleasant recollection of the last hour in the school week will insure a cheerful return to lessons Monday morning.

**ATTENDING TEACHERS' INSTITUTES.**—If the teachers' institute occurs, after school closes is there any power or law to compel me to attend? **STUBBORN.**

Professional zeal and courtesy to your superior superintendent ought alone to compel you to attend. Institutes are organized for the benefit of teachers, and none who are deserving that title will appeal to a legislative enactment for an excuse of absence. Whether or not you are allowed your salary as compensation for attending, you cannot afford to miss the teachers' institute.

WILL S. MONROE.

**STUDYING U. S. HISTORY.**—How far should pupils be advanced to begin the study of U. S. History?

A. B. S.

Third and fourth year pupils may be given profitable oral lessons in biography, for this is the soil out of which history for a beginner is to grow. Give the pupils some historical character and cluster around it some of the simpler events of history. Aim to make the character one of flesh and blood, and develop the imagination by having the pupils themselves fill in the minor details of the outline. You want to give life and vivacity to your early lessons in history; cultivate an easy manner of narration; look well to the connection between it and geography; avoid events that do violence to the feelings and sympathies of the children; memorize little, but bring the imaginative powers into vigorous activity; aim to instill patriotism by intelligent exercises at Washington's birthday, Fourth of July, and Thanksgiving. When you have thus laid the foundation, you are ready to begin the use of a good text-book on this subject. But the method suggested for oral instruction should not be wholly lost sight of in teaching history to advanced classes. The imagination here, too, must play no second part. Avoid having the text memorized but create in your subject a living interest and you will accomplish the end at which you aim.

WILL S. MONROE.

**NO APPARATUS.**—I desire to teach my pupils some lessons in botany and zoology but have no apparatus, and no facilities for procuring specimens. Can you advise me of something which will enable me to give such lessons?

A READER.

Specimens for botanical study can always be found in the country, but in the city one would have to get the children to take a trip some day into some suburb, where enough specimens could be gathered for several lessons. Let the lessons be brief, and on well-known flowers. Have everything described orally, and in writing. It is a good plan to supply each pupil with a small note-book in which to write observations. The books can be made by sewing together a few sheets of white or manilla paper.

In the winter study such subjects as corn, (both the stalk, the ear, and the kernel), varieties of evergreens, the mosses that grow under the snow, and various grains. A microscope is a great aid in teaching botany, and one can be purchased for little over a dollar; still this is not indispensable. Have all the parts of a flower, as this helps to fix them in the mind.

In regard to zoology there is a chance for much investigation on the children's part, because of the numbers of animals that can be caught and harmlessly investigated by the class. It should be understood that there is to be no torture or teasing of cats, dogs, snakes, toads, mice, or other small living specimens.

The butcher's shop or cart offer opportunities for more detailed examination. Some of this can be done at home by the children. A piece of lean meat will show them muscle and fibre, and there are in the claw of a fowl the possibilities of a most interesting lesson.

Be on the alert to pick up hints and suggestions; have eyes to see and ears to hear all that can be turned to account for use in the school-room; and you will have a most interesting year's work, not only in these two sciences, but in all the other branches which you teach.

**CIVIL GOVERNMENT.**—Do you think it is necessary to teach children anything of civil government?

DISTRICT TEACHER.

It is of great importance. Begin by teaching the duties of some officers well-known in the district. Then lead pupils carefully to a knowledge of the duties of other officers not so familiar to them. Proceed thus, by easy steps, until they have a clear understanding of the rudiments of the subject.

## BOOK DEPARTMENT.

### NEW BOOKS.

**NOTES FOR BOYS (AND THEIR FATHERS) ON MORALS, MIND, AND MANNERS.** By An Old Boy. Chicago: A. C. McClurg & Co. 208 pp. \$1.00.

It is not possible to have too many good books for boys, no matter where they come from, and no apology is offered for giving to the American public, a book written expressly for English boys. Boys are pretty much the same the world over. The words that compose the book are those of a good, sturdy, honest English father, who wishes his son to grow up an honest, high-minded, generous man. He is not so anxious that his son should be what is called "successful" in the world, as that he shall be a man of pure character, above mean and petty things. There are twenty-one chapters in the book, each one of which teaches a good lesson. Some of the subjects treated are: selfishness, truth and honesty, courage and manliness, courtesy, generosity, purity, chastity, modesty, ambition, religion, books, studies, health, sports, dress, choice of a profession, relation of men and women; and a great number of other subjects equally good. These Notes were written for the author's own son, in the hope they might be useful to other boys, and perhaps to other boys' fathers.

**EARLY AND LATE POEMS OF ALICE AND PHEBE CARY.** Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 321 pp. \$1.50.

Alice and Phoebe Cary, were alike beautiful in their lives and poems, and while the lives of these sisters may be looked upon as models, their poems will become household words. From time to time during their lives, they collected together their poems and had them published, but the volumes were not kept in print. After their death, the late Mary Clemmer, in writing the memorial of their lives, gathered some of their poems into her book. A tolerably full collection was also and still continues to be published as "The Poems of Alice and Phoebe Cary." But the design of this volume is, to bring together the body of their poetry, and to select from the early and late poems, such as have acquired a special hold upon the public, and such as represent the ripper powers of the poets. This book does not take the place of any other publication, but is simply a treasury of their poetical writings and entirely independent of the other volume, since no poem is common in both. The poems of Alice Cary are in much greater number in this volume, and are arranged in topical divisions. The book is neatly bound in grey with top edges gilt.

**THE BOYHOOD OF LIVING AUTHORS.** By William H. Rideing. New York: Thomas Y. Crowell & Co., 18 Astor Place. 212 pp.

The sketches found in this little volume have been prepared by Mr. Rideing, with the consent, and in most instances, the assistance of the authors represented. The frontispiece attracts immediately, for it illustrates Whittier reading his first poem in print. Standing beside his father, barefoot, with a torn straw hat on, and sleeves rolled up to his elbows, he is reading a copy of the *Newburyport Free Press* which a carrier has just thrown him. Glancing over its pages, much to his surprise, he sees "The Exile's Departure," a little poem, which his sister had sent to the printer without his knowledge. Whittier and his father have been building a stone wall but stop work long enough to read the first published poem. The other authors are Thomas Bailey Aldrich, John T. Trowbridge, William C. Russell, William E. Gladstone, Edward Eggleston, W. D. Howells, James Payn, Francis R. Stockton, Thomas W. Knox, Edward Everett Hale, James Russell Lowell, Hjalmar Hjorth Boyesen, Thomas W. Higginson, Edgar Fawcett, Edmund C. Stedman, Charles Dudley Warner. Each of these living authors has his own interesting description of boyhood days, and while the book is designed especially for young readers, as a feature of literary biography it will have an unusual attraction. In each page will be found some item of interest upon which to build a thought or two for future use.

**BIRD TALK. A Calendar of the Orchard and Wild-Wood.** By Adeline D. T. Whitney. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 34 pp. \$1.00.

Books for the months, seasons, and day of the year, seem to grow more plenty and beautiful and Mrs. Whitney's "Bird Talk," is another example of the amount of artistic beauty that can be found in one small volume. Each month is represented. January opens with the Chickadees, in the Evergreens, followed by the blue-jay, song sparrows, robin, catbird and bobolink, vireos, and oven-bird, tanager and Savannah sparrow, hermit-thrush, quail, tree sparrow, goldfinch and schreechowl. The birds are found in their favorite haunts. January "in the Evergreens," and with each successive month, sometimes represented by two birds, they appear in the thorn-thicket, on the bare bough, in open fields, hid in the lilac, on a grass-head, in the ash-tree, under the laurel bush, in the cherry trees, in the birch-hollow, in deep woods, in the stubble, among falling leaves, in early snow, and from the old barn gable. Each month is illustrated in a pretty design, life-like and suggestive, and accompanied by a charming poem in which the bird is supposed to do the talking.

**GRADED GERMAN LESSONS.** Being a practical German Grammar. By William Eysenbach. By William C. Collar, A.M. Boston: Ginn & Company. 360 pages. \$1.30.

The revision of Eysenbach's German Grammar, by Mr. Collar, has been accomplished through great care and thought. It has been done by a teacher of language thoroughly understanding his work and the needs of schools while his daily experience was his standard of what was most needed. It has been the design of Mr. Collar to leave the original work unchanged in its most important features, as he considers too many good text-books have been ruined by revision. He has, however, made a few changes. The original selections for reading were considered too meagre in quantity and somewhat childish in character. The reading lessons in this edition comprise selections, varied, simple, easy to be understood, and bringing in every-day talk about common things. The model sentences which introduce each lesson, and are made the basis of all the etymology and syntax have been but slightly altered, and in only a few cases the nouns have been grouped in two declensions, the *strong* and the *weak*, instead of three, and the same classification of verbs has been adopted. An outline of pronunciation has also been added, which may be

helpful to some teachers. The body of the book consists of thirty-one chapters, to which is added an appendix and vocabularies.

**CHOIR AND CLASS; A Collection of New Music.** By S. W. Straub. Chicago: Published by H. D. Bowling. 304 pp. \$0.00 per dozen. 60 cents a copy for introduction.

This new singing book for choirs and classes contains about two hundred pages of sacred music, mostly anthems of medium grade of difficulty. They are well adapted to church use as they embrace a great variety of available selections while the few tunes furnished are new and choice. The book also has an excellent elementary department containing the theory of music, and systematic and progressive note reading exercises. For the use of advanced classes, conventions, and concerts, there are a number of excellent glees, quartets, sacred and secular choruses, solos, duets, etc. As this book is new and complete, being prepared especially to meet the wants of all lovers of music, whether in classes, conventions, institutes or musical societies, it may be presumed with confidence, that it is just the book most needed at the present time. It is well-bound with illustrated title and marbled edges.

**THIRD NATURAL HISTORY READER.** By the Rev. J. G. Wood, M.D. With numerous illustrations. Boston: Boston School Supply Company. 213 pp.

The children of twenty, or even ten years ago, were not as favored as are our scholars to-day. In the matter of readers especially, the change is most marked. There are now the greatest variety, from which to select the most interesting and valuable. Among the last in the "Boston School Series," is found the present volume. Full of interest, from beginning to end, this series is most carefully graduated, both as to matter and language. Its great design, however, is to waken in the minds of children, an interest in common things. There is nothing more attractive to children than animal life in its various phases, and the author has shown a wisdom and skill in his arrangement and selection of subjects, for which he is amply repaid in the fascination these readers have for boys and girls. The book opens with the cat-tribe, including the domestic cat, wild-cat, lion, tiger, leopard, jaguar, and puma. Then follows the dog tribe, composed of domestic dogs, Eskimo dogs, dogs of the East, the fox, wolf, and jackal. Cud-chewers, or ruminants, come next in order, in which are found cattle, sheep, and deer. These are followed by the camel, giraffe, elephant, rhinoceros, hippopotamus. Tapir, monkey tribe, whale, seal, crocodile, beetle, cockroach, butterfly, grasshopper, bee, wasp, blue-bottle-fly, and ant. With such an array of material, so skillfully used, as it has been by Mr. Wood, who can desire anything further in the form of a natural history reader. The illustrations add very much to the interest and value of the book.

**THE BEST READING.** Third Series. Edited by Lynds E. Jones. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 108 pp. \$1.00.

In preparing this series of books, it has been the aim of the author to provide a priced and classified bibliography for easy reference, with hints on the selections of books, on the formation of libraries, public and private; on courses of reading, etc.; a guide for the librarian, book-buyer, and book-seller. This is, without doubt, the only series of the kind published, and must of necessity be considered of great value. The present volume of the series, is composed of the more important English and American publications for the five years ending December 1, 1886.

**COMPLETE GERMAN MANUAL FOR HIGH SCHOOLS AND COLLEGES.** By Wesley C. Sawyer, Ph.D., Chicago: John C. Buckbee & Co. 333 pp. \$1.30.

The completeness claimed for this manual, does not consist in an inextensive treatise upon the German language; but rather in its adaptability to the needs of the English speaking student, who has studied the grammar of his own tongue, and nothing more. This book aims to afford at once, both the analytical drill and practice, which is an ever-increasing requisition by those who teach a language only by employing it. It is also designed to furnish in clear and concise form, all the material required in any of our high schools or colleges, preparatory to the reading of German literature, or the conducting of conversation or correspondence in German. The drill and practice found in this manual, consists of classified exercises for written translations and conversations, letter-writing exercises, and one of Auerbach's interesting short stories, with German synonyms at the bottom of each page. The exercises are exceptional in two respects: first,—in the thoroughness of their preparation and classifications; and second, in the literary merit of the passages employed. Professor Sawyer has left the beaten track in his selection of illustrative exercises, and instead of using the material usually found, has turned his attention at once to the best sources of German literature. There are also found full vocabularies, a complete table of irregular verbs, and an excellent index to the entire manual.

**WINTER; FROM THE JOURNAL OF HENRY D. THOREAU.** Edited by H. G. O. Blake. Boston and New York: Houghton, Mifflin & Co. 490 pp. \$1.50.

It was not merely nature in the ordinary sense, of plants, animals, and landscape, that so attracted Thoreau. He is continually manifesting a human interest in natural objects, and thoughts of an ideal friendship are forever haunting him. The present volume consists of a journal, which opens December 31, 1851, and closes with the first breath of approaching spring, February 23, 1860. The intervening time is filled with the most delightful descriptions of ponds, snow-clad hills, dark evergreen woods, sunlight, shadow, birds, animals, and friends of all kinds. His winter-walks and travels are full of the most vivid, life-like descriptions; they take the reader to the enchanted spots and he sees them for himself. An old root fence, which is encountered in December 1855, is made fairly beautiful from the arrangement of its parts, slender and solid, under the pen of Thoreau. A stubble field in January, grows bright under the amber sunlight when the finger of this wonderful describer of nature touches it. In January, again,—he says: "Every leaf and twig was this morning covered with a sparkling armor; even the grasses jingled merrily when brushed by the foot of the traveler. . . . The scene changed at every step. There were the opal, and sapphire, and emerald, and jasper, and beryl, and topaz, and ruby." The entire volume is a succession of descriptions which show how thoroughly at home with nature the writer was, and how much beauty is treasured in the thousand objects around, which only need to be sought for to be found.



OH, WHY SHOULD THE SPIRIT OF MORTAL BE PROUD? By William Knox. Designs by Miss L. B. Humphrey.

ELEGY WRITTEN IN A COUNTRY CHURCH-YARD. By Thomas Gray. Illustrated by Birket Foster.

"THAT GLORIOUS SONG OF OLD." By Edmund Hamilton Sears. Illustrated by Alfred Fredericks.

RING OUT, WILD BELLS. By Alfred Tennyson. With Illustrations from designs by Miss L. B. Humphrey.

IT WAS THE CALM AND SILENT NIGHT. A Christmas Hymn. By Alfred Dornett. Illustrated.

THE BREAKING WAVES DASHED HIGH. (The Pilgrim Fathers.) By Felicia Hemans. With Designs by Miss L. B. Humphrey. Boston: Lee & Shepard. Publishers. 10 Milk Street. 13 pp. each volume. Each, 50 cents.

This pretty series of little gilt bound books contain some of our choicest poems. Tennyson's "Ring out Wild Bells," tells a sad farewell to the old year, and rings a peal of joy for the new. "It was the Calm and Silent Night," shows us that Rome had gained her position as queen of land and sea, but paid no heed to what occurred in a small province far away, where a young babe was sleeping who was to change the entire condition of the world, even Rome. Mrs. Hemans' beautiful poem, has become a household word with all true lovers of our country and her perilous infancy, and is most beautifully illustrated in this little series. The designs, by Mrs. Humphrey, as seen in, "Oh, why Should the Spirit of Mortal be Proud," are exceedingly beautiful. The face in gilt, of the martyred president, who loved the poem especially, is seen on the outside cover. "That Glorious Song of Old" is one of the sweetest of all the glad carols for Christmas, it is illustrated in designs representing the East in a variety of scenes. Gray's Elegy is a longer poem, and adds a few more leaves to the book which so beautifully illustrates the matchless words, of the poet who has been made immortal by this life-like and incomparable poem. No prettier little gift for the coming season can be found than one of these little books.

REMINISCENCES OF FRIEDRICH FROEBEL. By Baroness B. Von Marenholz-Bulow. Translated by Mrs. Horace Mann. With a Sketch of the Life of Friedrich Froebel. By Emily Shirriff. Boston: Lee & Shepard. Publishers. New York: Charles T. Dillingham. 350 pp. \$1.50.

There are few educators, teachers, and students, at the present day who are not interested in all that pertains to the life-work of Froebel. These reminiscences, by one who had a personal acquaintance with the great educator, will be read with intense interest. In the year 1849, toward the close of May, the author first saw the man, who played and danced with the village children, and for that reason was called the "old fool." A tall man, with long gray hair was leading a troop of little ones, from three to eight years old, most of them barefoot, and marching them two by two up the hill,—at the top he marshaled them into position with a song. The loving patience and untiring zeal shown by Froebel in this case, was a representation of his life work. There are nineteen chapters of these intensely interesting reminiscences, by Mrs. Von Bulow, and an Appendix, which consists of a sketch read by Emily Shirriff, at the monthly meeting of the London Froebel Society, in June, 1876. This Appendix, written by one so eminently fitted as Mrs. Shirriff, is an additional history of Froebel, and of great interest. It abounds in facts and information respecting the work of the great man, and shows his indefatigable energy and patience. The book is neatly bound in brown with gilt lettering, good paper, and large type.

WIDE AWAKE. Volume W. Boston: D. Lothrop & Co. Franklin and Hawley streets. 470 pp. \$1.75.

This most vigorous of all the monthlies for young children makes its appearance in the prettiest and most attractive of covers, while it is as full as can be of practical help, along the road to manhood and womanhood. It is, and always has been, one of the rare collections,—varied and bright, with its mixture of work and play that draws the children to it, and holds them fascinated. Besides its great variety of beautiful illustrations, the present volume abounds in reading matter capable alike of giving enjoyment to older readers and tiny children. Its productions all tend toward self-improvement; the play it contains is rest, and the rest is play. One very interesting feature of this volume is "Youth in Twelve Centuries," which consists of a representative portrait, with poem attached. Among the characters are found Hadasch of Tiberias, 90 A. D.; Gamaliel of Jerusalem, 70 A. D.; Gwenechlan of Solsons, 475 A. D.; Zahra of Bagdad, 1150; Gabrielle of Toulon, 1720; Adre of Paris, 1790; Jonathan of Boston, 1813; and Dorothy of Philadelphia, 1813. These are a few selections from the sixteen represented. The serial stories are charming, and beautifully illustrated. "Royal Girls and Royal Courts" will have a great attraction for all lovers of history. "Some Nantucket children" includes "Uncle John's House," "The Flag-root Boy," the "Sand-Flea Boy," and the "Dauphin." A short notice given in a short space, however, fails to describe one-half the merits of this wonderful book for children.

THE BROWNIES: THEIR BOOK. By Palmer Cox. New York: The Century Co.

The fortunate people—young or old—who have been visited by the Brownies from month to month through the pages of *St. Nicholas*, will now have to share with the rest of the world the pleasure of a grand holiday reception of the Brownies altogether in a big book. Brownies, it is explained, "are imaginary little sprites, who delight in harmless pranks and helpful deeds, and never allow them selves to be seen by mortal eyes." But the eyes—something more than mortal—of Palmer Cox's exquisite fancy have detected them at their very drollest festivities, and his pen and pencil have pictured them in such a fashion that every boy and girl will feel instantly acquainted, fast and full, with this new-found kindred of the unseen world. It would be hard to say whether one is more captivated by the whimsical individuality of each particular Brownie, or the irrepressible *esprit de corps* which characterizes their every move. Each of us can choose his favorite, and follow him with laughing—or shrieking—sympathy through the various pleasures and vicissitudes of a Brownie's career. Here is the Scotchman Brownie, who takes every outlandish prank as a matter to be seriously demonstrated; the Hebrew Brownie, with an eye to comfort under all circumstances; the Duke, whose personal apparel is ever the main consideration; the Irish Brownie, with belligerent tendencies, and a "mush-mush-mush-mo-rill-ado," the tails of

which are a source of perpetual irritation. Besides these are a numberless host of jolly fellows, whose sole purpose in life is to have a good time, chiefly by mimicking the follies and vagaries of mankind. Whatever seems to be the momentary vogue among mortals, that the Brownies must instantly undertake. They go to school, they skate, they ride on bicycles, they play at lawn-tennis and base-ball, they go tobogganing, and to the menagerie, up in a balloon, and on an adventurous voyage. They do a good turn whenever they can; they get into an occasional scrape. But taking one consideration with another, a Brownie's lot is most decidedly a happy one; and almost equally so is the lot of any boy or girl while turning over the pages of "Their Book."

## REPORTS.

POETS AND POETRY OF THE WYOMING VALLEY. By Will S. Monroe. Lackawanna Institute of History and Science. Special Publication No. 2.

This well-known educator has produced a very readable and discriminating history of the versifiers of the Wyoming Valley. Very few of the names, of course, are known to a wide circle of readers, yet there are thousands in that beautiful region who will peruse this little pamphlet with interest. Homer Greene, of Honesdale, Pa., who has recently taken a \$1,500 prize for a story in *The Youth's Companion*, is probably the best known writer mentioned.

AN ADDRESS. Delivered at the Commencement of the New York Normal College. By J. Edward Simmons, LL.D.

In this address Dr. Simmons draws a striking contrast between the democratic spirit which organized and fostered the free school system, and the aristocratic spirit which discouraged all efforts in that direction. Free education, he asserts, will overcome every obstacle in the pathway of a true democracy. The United States expended over one hundred million dollars for education in 1885. The results are shown in an educated, happy, peaceful, and prosperous people. That we are an educated people is shown by the fact that the percentage of illiteracy is lower here than anywhere else, that one-half of the newspapers of the world are published in America, that we spend more money for books and magazines than any other nation, and that our public libraries contain forty-five million books, twelve million more than are gathered in all the public libraries of Europe combined.

FOURTH ANNUAL REPORT OF THE PUBLIC SCHOOLS, THIRD DISTRICT, WILKES-BARRE, PA., 1886-7. A. W. Potter, District Superintendent.

Sixty-three per cent. of all the school children in the district of the legal school age were in attendance, a fact that speaks well for the interest the people take in education. The overcrowding of the primary grades compelled the establishment of two new schools for primary pupils. In speaking of discipline, the superintendent says: "A restless, disorderly school is due, generally, to two things—a talkative teacher or poor ventilation. Each of these causes should be remedied at once." The whole number of pupils enrolled in the district was 2,000, and the average attendance was 1,563.

TENTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF MINNEAPOLIS, MINN., 1886-87. John E. Bradley, Superintendent.

The school population of Minneapolis is increasing at a very rapid rate, as is shown by the fact, for the year ending June, 1886, the total enrollment was 13,045, while for the past year it was 16,194. This brings prominently before the school authorities the problem of how accommodations can be provided for all that knock at the doors of the public schools, and what are the needs of the city which the school system ought to be molded and expanded to meet. Several new buildings have been added to the number, and others have been repaired. Moreover, a teachers' training class has been formed, which will recruit the ranks with those well versed in methods. A manual training school has been opened in connection with the central high school, and the course was pursued by thirty boys last year with great enthusiasm.

THIRTY-NINTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF SYRACUSE, 1887. Edward Smith, Superintendent.

Attention is called to the fact that many of the school houses of the city are old. Efforts have been made to ventilate them with very satisfactory success in most cases. A plan has been adopted for ventilating the high school building by means of a fan. About twenty buildings have no effective means for securing such atmospheric conditions as are desirable. During the past nine years, speling has been taught from readers, and although the teachers are divided in opinion, the superintendent thinks this method a success. He hopes that the non-use of a book for so long a time will put teachers into a manner of teaching that will keep them out of the old routine spelling book plan.

Some of the statistics are given below: Number of children between the ages of five and twenty-one years of age, 24,453; belonging 10,189; average daily attendance, 9,793; number of teachers at close of year, 263; volumes in Central Library, 18,062.

## LITERARY NOTES.

Ginn & Co. have in preparation a volume entitled "Pilgrims and the Puritans," being a collection of sketches of the early days of Massachusetts. It is intended for children who have not yet begun, or who are just beginning the study of the United States history.

The first part of Frank R. Stockton's sequel to "Mrs. Leeks and Mrs. Alechina," entitled, "The Duanes," appears in the December *Century*. The number also contains Mr. Kennan's second paper on Russia, in which are discussed the causes why the youth of that country entertain such hatred toward the Czar, and why they make such persistent and desperate efforts to take his life. An illustrated article on "The Sea of Galilee" will interest Bible students.

"Monometallism, bimetalism, and trimetallism" is discussed by the Hon. David A. Wells, under the title of "Changes in the Relative Values of the Precious Metals," in the December number of *The Popular Science Monthly*.

Among the skillful engravers whose work appears in the Christmas number of *Scribner's Magazine*, are Robert Hoskin, Frank French, E. Heinemann, Elbridge Kingsley, and Fred Juengling. "In Dickens-Land" is a posthumous paper by Edwin Percy Whipple. E. H. Blasfield contributes some drawings of scenes in Venice, associating some of the most picturesque features of that city with George Eliot's romance, "Romola."

D. C. Heath & Co.'s "Monographs on Education," now include Dr. Stanley's Hall's "How to Teach Reading and What to Read in School;" Prof. Genung's "Study of Rhetoric;" Prof. Sanford's "Mathematical Teaching and its Modern Methods;" Prof. Morris' "Study of Latin;" Prof. Williams' "Modern Petrography;" Prof. Woodward's "English in the Schools," and Ernest W. Hufferd's "English in the Preparatory Schools."

A petition, signed by numerous legislators, governors of states, physicians, clergymen, college presidents, and others, will be sent

to publishers of text-books for schools, asking them to have these publications conform to the latest scientific authorities relative to the effects of alcohol upon the system. Mary H. Hunt, of the W. C. T. U.; W. E. Sheldon, of the National Teachers' Association; Daniel Dorchester, D.D., of the Massachusetts Total Abstinence Society; Albert H. Cook, D.D., and Rev. Joseph Cook have been chosen a committee of correspondence in reference to revisions.

Charles H. Kerr & Co., of Chicago, have published "Outline Studies in the History of Ireland," being a guide for the use of clubs that are studying the history of that country.

Worthington Company, 747 Broadway, New York, by special arrangement with the English publishers, publish Swinburne's new tragedy "Lochner." Competent critics have pronounced this the poet's best work. The same firm also publish "Vanderheyde Manor-house," by M. Cruger, and "Puritans and Pilgrim Fathers," by Howell T. Wilson.

The 40th thousand of Mrs. Burnett's "Little Lord Fauntleroy" is now on the press.

Mrs. James T. Fields has an article for girls on "Dress" in the Christmas *Wide Awake*. An example of Edmund Clarence Steadman's finest poetry appears in the same number; it is especially a Christmas poem and has been pronounced one of the lofliest since Milton's "Nativity."

Worthington Company have published a Life of Washington by Virginia Townsend. It is written principally for the young. They also announce "Twelve Times One" by Miss M. A. Lathbury, artist author of "Seven Little Maids," etc.

No handsomer number of the *Quater* has appeared than that for December. The reading is excellent and typographically it ranks among the best. It is published by Cassell & Co.

A beautiful border, printed in gold, will ornament the Christmas number of *Scribner's Magazine*. This issue will complete the first year of this extraordinarily successful periodical.

A dainty little affair, published by George Routledge & Sons, is the little Cotillion Almanac for 1888. The months are illustrated with bars of music and different figures of the German, and the seasons, by four ball-room interiors. The last page shows the carriage, driving off with the bridal party. The whole thing is unique, and printed in delicate colors; pink, and blue, and gold, and tied with ribbon.

## MAGAZINES.

The *Academy* is a monthly journal of education issued under the auspices of the Associated Academic principals of the state of New York and is published by George A. Bacon, of Syracuse. The December number contains some excellent articles among which are, "Aims and Methods of Modern Language Teaching," and "The functions of the High School."—Critiques upon the leading holiday books are supplied the Christmas *Book Buyer* by well-known writers, including Howard Pyle, R. H. Stoddard, John Burroughs, Edith M. Thomas, Hamilton W. Mabie, Prof. H. H. Boyesen and J. B. Millet, while Laurence Hutton reviews large number of miscellaneous holiday books, and Mrs. Burton Harrison tells the young people all about the best of books made for their entertainment and instruction. The numerous illustrations from the holiday publications are by noted artists.—*Scribner's Magazine* for 1888 will contain many attractive features including a series of articles by Robert Louis Stevenson, papers on art topics, literary and miscellaneous essays, fiction by well-known writers and poems by Andrew Lang, Thomas Bailey Aldrich, and others. Great care will be taken with the illustrations, which will be the best work of the leading artists.—*Vick's Magazine* is a welcome visitor in many homes. The November number contains the usual amount of excellent matter.—The December *Century* opens with a frontispiece portrait of Lincoln from a photograph made about the time of his inauguration, which event is the subject of the present part of the "Lincoln History." Mrs. M. G. W. Bussell writes of Dunsmuir Cathedral, Grandmother Mathews contributes an open letter on "International Copyright," and there are many other interesting features.—The *North American Review* for December completes its one hundred and forty-fifth volume, in the seventy-third year of its publication. During the last year the circulation of this popular periodical has steadily increased, a marked sign of the appreciation by the thoughtful reading public of its excellent management. Many of the foremost writers of the day contribute articles to the December number.—"The Boyhood of Darwin," will probably be read with more interest than any other article in the December *Popular Science Monthly*. In "The Rise of the Granger Movement," Mr. C. W. Pierson gives a most interesting chapter in the history of our country.

## BOOKS RECEIVED.

The Factors of Organic Evolution. By Herbert Spencer. Humboldt Library. New York: J. Fitzgerald, 24 E. 4th St. 15 cents.

Wealth & Progress. A Critical Examination of the Labor Problem. By George Gunton. New York: D. Appleton & Co.

The Science of Education. By Francis B. Palmer, Ph.D. Cincinnati: Van Antwerp, Bragg & Co.

Holmes' New Series Drawing Books. For Schools and Amateurs. I. II. III. Chicago: C. M. Barnes, No. 75 Wabash Ave.

The Art of Projecting. A Manual of Experimentation in Physics, Chemistry, and Natural History, with the Porte-Lumiere and Magic Lantern. By Prof. A. E. DeBear, M. E., Ph.D. Boston: Lee & Shepard. \$1.

Vocal and Action Language, Culture and Expression. By E. A. Kirby. Boston: Lee & Shepard. \$1.25.

Reminiscences of Friedrich Froebel. By Baroness B. Von Marenholz-Bulow. Translated by Mrs. Horace Mann. With a sketch of The Life of Friedrich Froebel. By Emily Shirriff. Boston: Lee & Shepard. \$1.50.

Baker's Humorous Speaker. A Series of Popular Recitations and Readings in (1) Yankee and English Dialect. (2) Irish Dialect. (3) Medley Dialect. (4) Negro Dialect. Edited by George M. Baker. Boston: Lee & Shepard. \$1.00.

The Debater's Handbook. 30 cents. The Reading Clerk. Edited by George Baker. No. 18, 15 cents. Baker's Dialect Recitations. Edited by George Baker, 30 cents. Baker's Irish Dialect Recitations. Edited by George Baker, 30 cents. Baker's Negro Recitations. Edited by George Baker, 30 cents. Baker's Yankee Recitations. Edited by George Baker, 30 cents. Grand Army Speaker. Edited by George M. Baker. 30 cents. Boston: Lee & Shepard.

How To Teach Vocal Music. The Teacher's Eclectic Manual. By Alfred Andrews, Professor of Music. New York: Fowler, Wells & Co. Paper 50 cents, Cloth 75 cents.

Through Green Glasses. Andy Morrison's Great Discovery, and Other Irish Tales. By F. M. Allen. Illustrated by M. Fitzgerald. New York: D. Appleton & Co. 50 cents.

Pope's Essay on Man, with responding essay. Man Seen in the Deepening Dawn. By Caleb S. Weeks. New York: Fowler, Wells & Co. 25 cents.

The Life and Death of King John. By William Shakespeare. New York: Cassell & Co. 10 cents.



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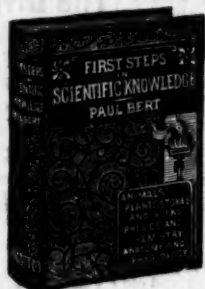
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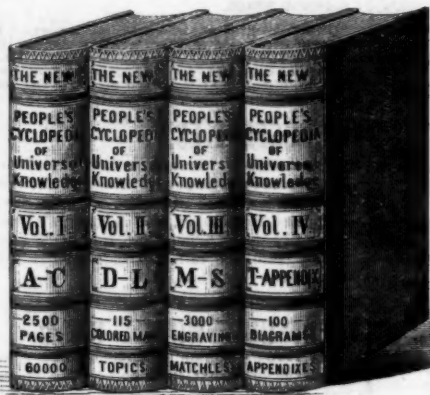
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"Well, she ought not to have done so, Bobby," said his mother. "I think two pieces of pie are too much for little boys. The older you grow, Bobby, the more wisdom you will gain."  
Bobby was silenced, but only for a moment.

"Well, ma," he said, "grandma is a good deal older than you are."  
Buttons: "Missus told me to come down and tell you she was not at home."  
Hoffcutt: "Go back and tell your mistress I say I haven't called."

It is generally admitted that De Lancey Nicoll has an old head on his young shoulders, but to *The World* we are indebted for the information that he was an old man at twenty. It said that he continued his studies at Princeton College, where his brilliant qualities found speedy recognition in his selection as the valedictorian of '74.

Gentleman: "You say you have failed on the whitewash business, Uncle Rastus?"  
Uncle Rastus: "Yes, sah. Done clean busted." Gentleman: "What did you pay on the dollar?" Uncle Rastus: "I didn't pay nuffin on de dollah, sah. De li'bilities was only seventy-five cents."

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It is interesting to trace the evolutions of words and expressions. Cultivated people say, "How do you do?" Those who are less precise say, "Howdydoo?" In the backwoods of Tennessee they say, "Howdy?" The noble redman of the West says, "How?" While the cat on the fence says, "Ow?"

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An inland laborer excursions on the water at Harwick, exclaimed in fear and trembling, "Oh if I ever get on terra cotta again, nothing shall tempt me on the sea."

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John Bull: "Hello, Jonathan! Going across the pond?"  
Brother Jonathan (disrobing): "Yes."  
"Hold on a minute; I'll take you over in my yacht."

"No thanks, Johnny; you're very kind, but I'm in a hurry."

I have been deaf in one ear ten years, and partially deaf in the other for two months; have been treated by ear specialists and received no benefit. Having used Ely's Cream Balm for about a month, I find myself greatly improved, and can hear well. I had also nasal catarrh, with dropping of mucus into my throat and pain over my eyes, which troubles also have entirely disappeared.—D. H. Yates, Upper Lisle, Broome Co., N. Y.

The flexibility of the English language is shown in the reply of an Irishman to a man who sought refuge in his shanty in a heavy shower, and finding it about as wet inside as out, said: "You have quite a pond on the floor." "Yis: shure we have a great lake in the roof."

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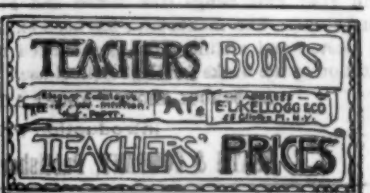
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